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ABSTRACT

This paper reviews three aspects of career education-private sector collaboration: (1) the general and specific approaches that have been utilized during the past 10 years by the career education movement and the private sector in developing career education collaboration in the private sector; (2) the major results of these activities, focusing on the advantages of as well as the problems with collaboration; and (3) the suggested guidelines under which future positive collaboration might occur. Following the introduction, which provides definitions of career education and collaboration, the first section examines several career education-collaboration surveys, along with a development strategy for collaborative councils. In the second section, benefits from and barriers to collaboration in the past are explored, both from the academic and from the business and industry viewpoints. In the third section, recommendations and guidelines are presented. These guidelines come from the Education Commission of the States, from the business community, and from the U.S. Office of Career Education; some refer to collaborative councils. A review section and a list of observations and impressions follow. Appended material includes examples of implementation strategies for career education collaboration. References and additional readings complete the paper. (CT)

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CAREER EDUCATION: COLLABORATION WITH THE PRIVATE SECTOR

INFORMATION SERIES NO. 246

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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered into the ERIC database. This paper should be of particular interest to school personnel in career education and to representatives in business and industry who work with career education.

The profession is indebted to Robert D. Bhaerman of the National Center for Research in Vocational Education, The Ohio State University, for his scholarship in the preparation of this paper. Currently with the Job Corps Curriculum Adaptation Project, he has also worked with the CETA Occupational Skills Training Project at the National Center. Prior to joining the National Center staff, Dr. Bhaerman served as special assistant to the Deputy Director, Office of Career Education, U.S. Office of Career Education, and as Director of Educational Research, American Federation of Teachers. Dr. Bhaerman is the author of a number of articles and monographs.

Recognition is also due to Gene Hensley, National Center for Citizen Involvement; to Richard A. Ungerer, National Institute for Work and Learning; and to William C. Goldwair, Jr., and Fred L. Williams, the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Susan Imel, Assistant Director at the ERIC Clearinghouse on Adult, Career, and Vocational Education coordinated the publication's development. She was assisted by Catherine Thompson, Sandra Kerka, and Judith O. Wagner. The manuscript was typed by Brenda Hemming and Catherine Smith, and Janet Ray served as word processor operator. Editing was performed by Connie Faddis, of the National Center's Editorial Services.

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EXECUTIVE SUMMARY

This paper reviews three aspects of career education-private sector collaboration: (1) the general and specific approaches that have been utilized during the past ten years by the career education movement and the private sector in developing career education collaboration in the private sector; (2) the major results of these activities, focusing on the advantages of as well as the problems with collaboration; and (3) the suggested guidelines under which future positive collaboration might occur. Following the introduction, which provides definitions of career education and collaboration, the first section examines several career education-collaboration surveys, along with a development strategy for collaborative councils. In the second section, benefits from and barriers to collaboration in the past are explored, both from the academic and from the business and industry viewpoints. In the third section, recommendations and guidelines are presented. These guidelines come from the Education Commission of the States, from the business community, and from the U.S. Office of Career Education; some refer to collaborative councils. A review section and a list of observations and impressions follow. Appended material includes examples of implementation strategies for career education collaboration. References and additional readings complete the paper.

Literature relating to the topic of career education-private sector collaboration can be found in the ERIC system under the following descriptors: *Career Education; Guidelines; Advisory Committees; Government Role; Federal Legislation; Program Implementation; *Educational Cooperation; *School Business Relationship; *Business; *Industry; National Surveys. Asterisks indicate descriptors having particular relevance.

INTRODUCTION: PURPOSES AND DEFINITIONS

Purposes of the Paper

After a decade of support for career education from the federal government, the career education movement—if it is to survive at the grassroots level—will have to look elsewhere for sustenance in the 1980s. Undoubtedly, under the current national administration, the private sector is the most likely candidate for this support.

A primary illustration of this potential private-public sector partnership is the establishment of the "Private Sector Initiatives Program" and the presidential task force in this area. This current political activity appears to be an extension of the overall thrust toward increased community involvement and the popular trend of increased volunteer commitment.

The private sector—that is, profit-making business and industry and their related organizations—surely will play a role in the education and work structure during the rest of this decade. During the past ten years, there have been numerous relationships between the school-based career education movement and the private sector, involving both larger corporations and smaller businesses. Many of the examples from the literature, however, are drawn from the larger organizations. In short, there is precedent for collaboration. The paths, however, have not been without some barriers. It is evident that, for collaboration to exist, we need to know what lessons have been learned. More important, we need to study closely the guidelines recommended for future constructive and mutually supportive activities.

This paper, therefore, has three major purposes: (1) to review both the general and specific approaches that have been used during the past ten years by the career education movement and the private sector; (2) to review the major results of these activities, focusing on the advantages of as well as the problems with collaboration; and (3) to review the suggested guidelines under which future positive collaboration might occur.

Target Audiences

There are two primary target audiences for this paper: (1) the school personnel who are responsible for further development of career education and who also may be involved in collaborative community councils, e.g., school superintendents, principals, directors and supervisors of career education programs, and career and vocational guidance counselors; and (2) the representatives of business and industry who are responsible for linkages to schools and communities and who also may be involved in collaborative community councils.

Delimitations

When the literature refers to business and industry, often another group—organized labor—is included, by implication, with them. For the purposes of this paper, however, labor is not

included, although some of the direct quotations still refer to it. This exclusion is not because of any anti-labor stance. The focus of the paper is solely on the private sector, defined as profit-making business and industries and their related organizations, such as the National Alliance of Business, the Chamber of Commerce, and Junior Achievement, Inc.

Definitions

Before we explore the three main issues, let us briefly review some key definitions for the concepts of career education and collaboration. As can readily be seen, the definition of the former incorporates the latter. As Kenneth Hoyt (1981) has pointed out, career education is an evolving concept. As a matter of fact, he noted the evolution of four major definitions of career education throughout the 1970s. In 1978, with the publication of a new monograph on collaboration in career education, Hoyt (1978f) abandoned his previous attempt to make a simple, one-sentence definition of career education. Instead, he presented a lengthy definition that requires several pages to reproduce. This definition identifies ten specific career education skills, provides fourteen examples of specific kinds of activities, names four broad segments of the community whose resources are needed, suggests examples of fourteen kinds of community organizations that (along with others) may be tapped for resources, names twelve examples of the community—including schools—that might be involved in the delivery system, and suggests that the total effort be coordinated through some form of action council.

Figure 1 below illustrates this expanded definition. A quick reading indicates (1) the role of the private sector in career education, and (2) how the concept of collaboration relates to the overall career education definition.

Similarly, the concept of collaboration has had several definitions. Prager and her colleagues (Prager et al. 1980) noted three definitions, which follow.

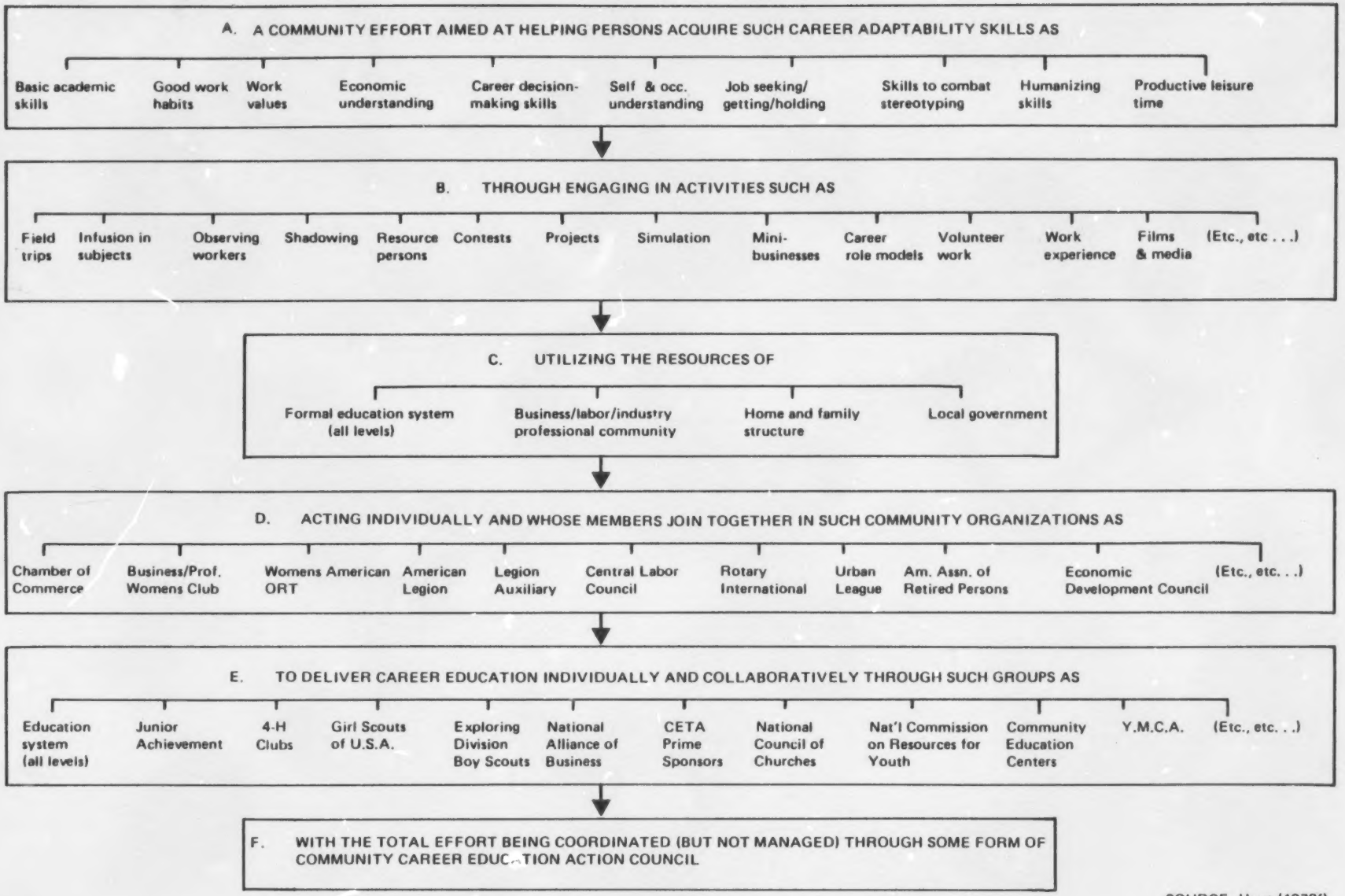
Office of Career Education's Definition

Collaboration is a term that implies that the parties involved share responsibility for basic policy decision making. Cooperation, on the other hand, is a term that assumes that two or more parties, each with separate and autonomous programs, agree to work together in making all such programs more successful. "To cooperate with another agency or organization carries no implication that one either can, or should, affect its policies or operational practices" (Prager et al. 1980, p. 84).

Barton's "Structural" Elements

A process of collaboration means the participation of the important institutions and sectors of the community that have the responsibility, resources, and influence to deal with the whole of the transition to regular adult employment. A collaborative process is identified by—

- an organized activity with an agreed-upon policy for its conduct;
- the participation of representatives of education, business, labor, parents, the voluntary and service organization sector, the public, students. . .or at least a sufficient number of the above to provide the expectation of significant achievement;



SOURCE: Hoyt (1978f)

Figure 1

CAREER EDUCATION DEFINED

- an involvement in the improvement of the transition arrangements rather than the rest of the group being "advisory" to any one of the represented institutions or sectors;

- *the development of, or working on the development of,* an agenda of substantive actions, a placing of items on the agenda in priority, and planning toward actually carrying out the agenda. (Ibid., p. 85)

The National Institute of Education's Definition

Collaboration is "a participatory decision-making process involving an organized activity in which representatives from vested interest groups within a community give up a portion of their self-interest in creating a new, overarching identity to achieve a common goal." (Ibid., p. 86)

The Literature Review

As a result of a computer search of the ERIC database conducted by the ERIC Clearinghouse on Adult, Career, and Vocational Education, over two hundred abstracts were identified initially. From an initial screening, the documents and articles that seemed most relevant to the three main issues were acquired and reviewed. The quality of the materials varied, yet each was helpful in its own way. No one can say that career educators and the representatives of business and industry were asleep during the 1970s. The materials reviewed were, indeed, diverse. For example, let us look at this quick "sampler."

- Herbert Walberg and Jeanne Sigler (1975), a Chicago professor and a director of a consortium of business and community leaders, recommended as early as the mid-1970s that the Chicago Board of Education should—

  > Work with the business community in developing all aspects of career education, including (a) introduction of students to the world of work, (b) counseling based on the realities of the labor market, and (c) vocational training relevant to the needs of business. (p. 612)

- Richard Terrel (1977), the vice-chairperson of the Board of Directors of General Motors, speaking on the National Public Radio program, "Options in Education," said

  > As I understand career education, is [sic] it's a way of trying to acquaint the student as early as you can of some of the requirements and the needs that he [sic] may face in a career he chooses. I don't visualize that it directs him to any career. You leave that option completely open to the student. But you try to acquaint him with the needs and requirements of his career that he might choose, and then as he becomes acquainted with that, why, you give him the opportunity to acquire those skills. I don't view it at all as a restrictive process where you try to direct people into certain careers; if it did, I'd be against it. (p. 14)

- Gene Hensley (1979), director of the Career Education Project of the Education Commission of the States, stated the following in a project report summarizing the policy statements of a survey of business and industry groups:

Learning should not be reserved to the classroom alone. Learning environments should be identified in the home, the community, with private and public employers . Students must be given an opportunity to become aware of and explore occupations through direct interaction with the physical and human resources [of] the business/industry, labor, professional, and government communities. Work experience—paid or unpaid—must become an educational option available to all students; it must not simply remain an alternative program for those who have failed to profit from the academic curriculum. (p. 21)

I. WHAT DID WE DO?—STRATEGIES AND TECHNIQUES

What did we do? Our first major task is to determine exactly what was done over the past decade in regard to career education-private sector collaboration and cooperation.

The National Survey

The most extensive data on career education-private sector collaboration were collected by Jung and Steel (1981) in a study conducted by the American Institutes for Research. Their research survey was directed to the nation's 100 largest business (as well as labor) organizations. The study focused on the commitments to and support for career education types of activities at the highest corporate levels within the organizations. The sample included the 75 largest industrial firms and the 15 largest nonindustrial firms as determined by criteria in *Fortune*. The following subtopics were examined: (1) awareness of career education, (2) the extent to which the organizations endorsed career education, and (3) the nature and extent of support that had been provided to schools. The emphasis was on national corporate or organizational support rather than support at the local or regional levels.

The researchers reported that while the level of awareness of career education was not particularly high, considerable support for career education objectives was expressed. The authors also noted that there was considerable support for the concept of collaboration; indeed, they concluded that "the time may be right for a concerted effort by national career education leaders to contact and establish plans for coordinated career education involvement" with the nation's leading businesses (pp. 9-10).

In terms of the nature of involvement, Jung and Steel concluded the following. Over three-fourths of the companies surveyed were engaged in some type of career education activities, that is, activities aimed directly or indirectly at promoting student awareness of career planning and decision-making skills. Fifty percent of the organizations reported having provided staff to serve as resource persons in schools, developing and/or providing materials, and/or providing work experience or exploration opportunities. Somewhat smaller proportions were involved in providing equipment, conducting training sessions, providing work exploration opportunities for teachers, serving on advisory panels, and/or providing funds and other resources (e.g., facilities for meetings, printing services, and so forth) for career-related activities.

The level of an organization's investment varied widely. While some organizations developed simple public relations brochures, several spent thousands of dollars (in a few cases, hundreds of thousands) to develop comprehensive curricula. These materials were intended to be educational in nature rather than for public relations purposes; that is, the company's name appeared only as a sponsor, if at all. Similarly, with regard to resource persons, some companies estimated providing two or three speakers a year, while others provided twenty to thirty persons a month across several sites. Several companies indicated support for the idea of collaboration but lacked the resources to make a major contribution. This finding was prevalent for those in

fields experiencing economic difficulties, namely, airlines and auto companies. However, energy and chemical industry firms that were enjoying better success appeared to be more active.

Jung and Steel also reported that most of the organizations indicated that implementing career education was not their primary impetus for collaborative activities. Several cited their desire to inform students about their field and its role in the economy. (This is particularly true of energy and chemical firms.) A second motivational factor for collaboration was a sense of obligation to the community. Companies that were the major employer in a community were particularly inclined toward this view. A third factor influencing organizations to collaborate concerned recruiting and a desire to improve the quality of potential employees. Several respondents also indicated that their involvement was in response to direct requests from schools.

Many ideas for collaboration that were reported in the survey were not new. Businesses had engaged in some of these activities for many years. However, a sizable number of respondents (39 percent) reported that the level of their activity was increasing. Most attributed this to a greater willingness for participation on the part of the public schools, qualities the respondents associated with declining public funding, and a greater interest in preparing students for careers.

In summary, Jung and Steel (1981, p. 11) listed the following examples of business and industry support of career education activities:

- **Materials**
  - — Distributing brochures describing organizations and employment opportunities
  - — Showing films describing industry in general (e.g., careers in science and technology)
  - — Showing films on economics and role of private enterprise
  - — Utilizing mobile vans to provide short courses on particular fields (e.g., fossil fuels)
  - — Providing instructional aids (e.g., workbooks) to accompany films
  - — Developing special curricula (including objectives and materials) on industries or careers for infusion into academic programs
- **Resource persons**
  - — Providing classroom speakers on an occasional basis
  - — Sending representatives for career fairs and career days
  - — Providing employees who teach special units in classes (e.g., on business occupations)
  - — Providing sponsors for Junior Achievement programs and activities
- **Equipment**
  - — Donating equipment and materials for use in schools (e.g., typewriters, calculators)
  - — Underwriting costs of facilities or equipment

- **Work Experience and Exploration**
  - — Developing summer jobs programs
  - — Developing cooperative and work study programs
  - — Establishing programs in association with CETA Private Industry Councils
  - — Setting up tours of plants and facilities
  - — Providing summer workshops for teachers and counselors to develop on-the-job experience
  - — Inviting students to attend company functions (e.g., shareholders' meetings)
- **Funds**
  - — Awarding grants through company-sponsored foundations to local education agencies
  - — Providing awards for achievement or talent searches
  - — Underwriting costs of equipment or special resource persons for schools
  - — Underwriting costs of materials development and dissemination efforts
  - — Underwriting costs of student or teacher participation in special enrichment programs (e.g., summer arts institute, summer college program on science and technology)
  - -- Establishing Adopt-a-School program participation

Office of Career Education's Survey

Those readers who have followed the subject of collaboration in career education since the early 1970s know that the Office of Career Education has conducted a number of career education miniconferences in Washington and throughout the country. Using information gathered through these conferences, as well as other sources, Hoyt has written extensively on this issue. In his recent book, *Career Education: Where It Is and Where It Is Going* (1981), for example, he listed no fewer than sixty-four collaborative "roles and contributions" that community organizations can provide. In order to summarize these suggestions, we have abbreviated and adapted Hoyt's list of the sixty-four specific techniques that appeared originally in his recent text (1981, pp. 185-192). The techniques were grouped into eight broad categories of general career education strategies for collaboration.

- **Strategy 1. Providing Career Education to Youth in School**
  - — Serving as resource persons in order to help students understand the relationships between careers and subject matter
  - — Serving as career role models for students interested in knowing more about a particular career

— Providing opportunities in business and industry settings for students to observe various occupational settings

— Providing opportunities for more advanced students to explore careers through visits to work sites and talking with workers in various occupations

— Providing opportunities for more advanced students to obtain unpaid work experiences

— Providing opportunities for more advanced students to obtain paid work experiences

— Providing entry-level jobs

— Conducting career education courses or units for a short period of time

— Serving as resource persons to help students learn how to search for and retain jobs

— Taking students on field trips

— Serving as resource persons to provide understanding of the role of organized labor

— Serving as resource persons to provide understanding of the private enterprise system

— Helping students gain information for overcoming work-related stereotyping

— Helping students gain information in career decision making

— Helping students gain information on ways to use leisure time

— Helping students gain understanding of volunteerism as a part of the functioning of society

- **Strategy 2. Providing Career Education Resource Materials**

— Providing equipment that can be used by teachers in infusing career education into their classes

— Helping to identify and recruit resource persons for broad career education efforts

— Establishing and operating career education "resource banks"

— Providing career education materials that counselors can use in working with students

— Providing a career information library of reference materials

- **Strategy 3. Providing Inservice Education**

— Participating in inservice education aimed at helping teachers understand more about occupations

— Helping teachers understand the role of organized labor

— Helping teachers gain information about the private enterprise system

- — Helping teachers acquire information useful in overcoming work-related stereotyping
- — Helping teachers gain information about the career decision-making process
- — Helping teachers overcome work-related biases of race, sex, handicapping, and age
- — Helping teachers gain information on ways persons can use leisure time—including volunteerism as unpaid work
- — Helping teachers gain an understanding of the role of community organizations
- — Helping teachers gain an understanding of volunteerism in our society
- — Participating in inservice education in order to help teachers learn more about how to use volunteers effectively
- — Participating in inservice education in order to help persons from business and industry learn how to become better resource persons
- — Participating in inservice education in order to help parents learn how they can provide effective career education
- — Providing teachers with opportunities for field trips aimed at helping them acquire increased understanding of careers
- — Providing teachers with opportunities for work experience (paid and/or unpaid) in the occupational society
- — Participating with teachers in inservice education aimed at helping them develop appropriate ways to infuse career education into their classes
- — Serving as resource persons at state and local meetings

- **Strategy 4. Gaining Public Support for Career Education**
  - — Organizing campaigns aimed at increasing public understanding of career education
  - — Gaining community support through direct appearances as career education advocates
  - — Gaining school board and administration support
  - — Gaining state and federal support
- **Strategy 5. Increasing Parental Involvement**
  - — Conducting meetings in order to increase parents' understanding of career education
  - — Publishing materials for parents containing suggestions of ways they can provide career education for their children
  - — Providing parents with opportunities to serve as resource persons in their children's classrooms

— Opening up business and industry settings on weekends for field trips for families who want to learn more about specific occupations

- **Strategy 6. Providing Advisory Roles**

  — Consulting on ways of identifying resource persons from business and industry

  — Consulting on establishing systems for cataloguing resources and contacting resource persons from business and industry

  — Working with school personnel in order to develop education materials

  — Identifying volunteers who are willing to help career education implementation efforts

  — Helping to establish community career education councils

  — Serving as members of community career education councils

  — Serving as consultants on ways to involve parents in career education implementation

  — Serving as consultants in devising criteria for evaluating career education

- **Strategy 7. Providing Recognition and Encouragement to Schools**

  — Establishing reward and recognition systems for participating in career education

  — Establishing reward and recognition systems for students participating in various kinds of career education activities

  — Devising and operating reward and recognition systems for professional associations that are making outstanding efforts to implement career education

- **Strategy 8. Helping the Career Education Coordinators**

  — Participating in coalitions of community organizations who can contribute to career education

  — Participating in collecting and analyzing data aimed at assessing career education implementation efforts

  — Providing school personnel with information about desirable educational experiences needed for participation in various careers

  — Serving as resources for private as well as public schools

  — Providing financial support for career education implementation efforts

  — Providing unpaid volunteers capable of serving as career education staff persons at state and local levels

  — Participating in community career fairs

— Serving as resources for out-of-school youth and adults who are not being reached through school career education efforts

Additional Analyses

In addition to his 1981 book, the literature includes several of Hoyt's earlier and less comprehensive lists of strategies and techniques. Here are two examples of some of the approaches that he reported elsewhere:

- **Ways in Which Career Education Has Sought Collaborative Efforts with the Business Community**

  — Serving as resource persons at all levels of education to help students know and appreciate relationships between education and particular kinds of work

  — Providing observational work experience and work-study to students and to those who educate them: teachers, counselors, professors, and administrators

  — Providing expert knowledge and consultation to educators concerning the nature of work, the changing nature of occupations, and learning opportunities in business and industry

  — Providing assistance to educators in attempting to help school leavers, at any level of education, make a successful transition from school to work

  — Providing ways of humanizing the work environment so that work can become more meaningful and satisfying to workers

  — Working with educators who are trying to provide skills that will help students make more productive use of leisure time (Hoyt 1976a, p. 12)

- **Activities That Have Called for Collaboration on the Part of Business**

  — Identifying community career education resource persons

  — Preparing career education materials for use in the classroom

  — Sitting on advisory and policy committees

  — Providing observational experiences (including shadowing experiences) for students

  — Providing career exploration experiences (including both unpaid work experience and internships) for students in the community

  — Providing paid work experience opportunities for students

  — Providing part-time and full-time job placement programs for students

  — Providing unpaid work experience for students related to productive use of leisure time

  — Providing (including developing) vocational simulation equipment and exercises for students for use in discovering occupational interests and attitudes

— Providing staff development materials and activities for educators, designed to increase their knowledge and appreciation of the world of work

— Providing work experience opportunities (paid and/or unpaid) for staff persons in education within the business/labor/industry community (Hoyt 1976b, pp. 4-5)

The literature review also disclosed that several other writers, e.g., Hart (1978) and Poland (1980), drew heavily on Hoyt for their analyses of career education-private sector collaboration. One exception was the analysis by Chuang (1976), who identified the following levels of cooperation that business communities provide: (1) the first level, assembling information relating to business activities, is broadly based and involves varying degrees of participation by a major proportion of the citizens in a community; (2) the second level involves interpretation of the information collected; (3) at the third level, judgments are made, conclusions reached, and courses of action can be recommended. At this last level, the actual adoption of plans or the enactment of the policy occurs.

A Developing Strategy: Collaborative Councils

Hoyt's graphic definition of career education (shown earlier in figure 1) concluded with the notion that the collaborative effort be coordinated (rather than managed) through some form of action council. In the past few years, several publications have appeared that present in great detail the strategy of creating collaborative arrangements among schools and communities, the education system, and the private sector. The following brief overview is intended to convey a general understanding of the nature of this strategy and the techniques that have been developed.

Collaborative councils usually are identified as either "Industry-Education-Labor Councils" (and "Industry-Education Councils") or "Work-Education Councils" (and "Education-Work Councils"). Local names for these generic types vary from community to community, e.g., Business/Education Alliance, Community Action Council for Career Education, Consortium of Vocational Educators and Employers, Tri-Lateral Council for Quality Education, and Community Career Development Council. In some communities, councils designed to assist specific government agencies in implementing federal legislation also have taken on a council's characteristic autonomy and involvement in broad education and employment issues. These include some of the Private Industry Councils initiated through Title VII of the Comprehensive Employment and Training Act, as well as some career education action councils initiated under the federal Career Education Incentive Act of 1977, and some school districts' vocational advisory committees required under the Vocational Education Act.*

Elsman (1981, p. 11) illustrated three basic patterns of such councils. Some councils emphasized the service provider style, developing a specific set of services that other community organizations participate in and support, whereas some emphasized the facilitator/broker style, assisting community leaders and organizations to identify and resolve common problems. A third style was the special projects council, which designed and initially operated projects to demonstrate collaborative problem-solving or conducted one-time fact-finding and analysis

*See *Industry-Education-Labor Collaboration: A Directory of Collaborative Councils* (Gold, Fraser, Elsman, and Rankin 1981). The directory provides an extensive listing of the councils by states and includes a comprehensive "profile" of over one hundred and fifty local councils. Each "profile" includes key objectives, organizational features, collaborative characteristics, sources of leadership and membership, occupational and vocational linkages, current activities and projects, funding characteristics, and service area characteristics.

projects appropriately performed by a credible organization with multisector sponsorship. Few councils apparently were all of one type or the other; most combined elements of two or three styles.

In addition, councils are distinguished by several criteria. Gold (1981) pointed out the following general characteristics and noted that some "fit better" in some cases than in others. The following are examples:

- Council membership is representative of major sectors in a community; collaborative mechanisms are intended to join and serve the interest of more than two sectors. Councils should be designed to treat education, industry/business, labor, government, and youth service institutions as equal partners. In local practice, the interest and strength of one or two sectors may predominate, but the goal of collaborative councils is to seek a balance of multiple purposes rather than exclusivity.

- Collaborative councils are essentially self-organized. Initial sponsorship may come from one sector or even a single organization. But once organized, the council is responsible for its own continuity. Neither membership nor agenda is assigned to the collaborative partners by a single institution.

- Collaborative councils are performance-oriented. Members and staff develop their own agenda and approaches to community needs. While such councils may choose to play advisory roles in specific instances, they are designed to perform a variety of roles ranging from fact-finding to project operation, to program development, to program brokering and catalyzing.

- Most crucially, council members and the institutions they represent share responsibility for implementing the action agenda that brought them together in the first place. Members exercise active leadership within their primary constituencies and with other sectors and constituencies. Collaboration implies a recognition of shared interests that leads to mutual action. (Gold 1981, pp. 11-12)

In terms of the specific techniques used by collaborative councils, Prager et al. (1980) provided numerous examples, including those that follow.

- **Research**

  — *Needs assessment.* Surveys conducted for purposes of determining the perceived needs of the community relative to the school-to-work transition.

  — *Occupational outlook research.* Studies focusing on the status of an area's education, training, and employment.

- **Public Awareness**

  — *Community visitation days.* Local community members visit classrooms and exchange information with teachers and administrators regarding the infusion of career-related concepts into the curriculum.

  — *Public relations.* Progress of education-to-work linkage is reported on a regular basis through active use of news media.

  — *Community forums.* Pertinent education-to-work issues are discussed in public forums.

  — *Audiovisual presentations.* Print and nonprint media are utilized in project presentation.

— *Newsletters.* Periodic publications are produced that serve as a source of news and program information.

- **Student Development**

— *Career speakers.* Individual representatives of various occupations, both employers and employees, come to a school and talk to small groups of students about their work.

— *Career day.* Representatives from diverse occupations come to a school-sponsored program to present information about the occupational outlook in their field and the prerequisite training and qualifications.

— *Site visit.* A group of students visits a workplace for an on-site presentation of occupational information and a chance to see and interact with people at work.

— *Shadow day.* An individual student is paired with a worker for a day, or part of a day, to gain first-hand experience in a particular occupation.

— *Internship.* A student works, without pay, on certain aspects of a job at regular intervals (weekly, twice a week) in order to gain hands-on exploratory experience in a particular occupation.

— *Work-study.* A student is released early from school and works at a part-time, entry-level job.

— *Alternative semester.* A student or group of students engages in a series of career-related activities instead of attending regular subject matter classes.

— *Career resource center.* Students and teachers use print and audio-visual material and career counseling staff to get information about careers, career values, and career decision making.

— *Student-operated business.* A group of students, under the supervision of a teacher, create and operate their own business: a school store, a garden or greenhouse, a welding shop, a construction company, a neighborhood rehabilitation service, etc.

— *Contract apprenticeship.* Businesses provide structural learning experience for students, under contract with the local school department or work-education linkage.

— *Community resource bank.* Businessmen, educators, and others volunteer their time to talk individually or in small groups with interested students outside the school setting.

- **Staff Development**

— *Inservice workshops.* Groups of teachers and counselors, often with the assistance of outside facilities, meet after school or during the summer months for information sharing, skills training, program planning or evaluation, curriculum development, and so forth.

— *Curriculum "infusion."* Elementary and secondary teachers modify their regular subject matter to include a number of career-related topics to emphasize career implications of the subject area, good work habits, and the career development process.

— *Career guidance institute.* The guidance department or other school staff are provided with resources for assisting students to clarify career values and strengthen career decision-making skills. The format is structured and encourages site visitations and community interactions on realistic career-related options for students. The National Alliance of Business often sponsors these institutes.

— *Teacher/host administration site visits.* Visits by a group of teachers or administrators to local businesses and industries, including a plant tour and a seminar on skill, knowledge, and concept requirements for various levels of employment in the field.

— *Community resource directory.* A list of employers and others willing to cooperate with schools in career education efforts is compiled; this list is distributed to teachers and counselors for their use.

- **Administrative/Policy Concerns**

— *Interdistrict/state collaboration.* Schools collaborate on inservice training, work-experience placement and supervision, skills training, etc.

— *Coordination of school and nonschool programs.* Contacts are made with nonprofit youth action agencies, such as scouts, 4-H, Junior Achievement, which provide career-type programs (experimental, character building, decision-making, and skill training components).

— *Establishment of school/business partnerships.* A school is paired with one or more local businesses for enrichment of students' experiences.

— *Counteracting race and sex role stereotyping.* Activities are planned that will expand the choice for students, regardless of race or sex, by increasing awareness of stereotyped attitudes.

— *Serving special needs populations.* Activities are planned to provide career/occupational experiences for students with special needs.

— *Credentialing, licensing, and certification procedures.* Alternate or additional approaches are offered for improving the licensing function. (Prager et al. 1980, pp. 109-111)

Elsman (1981) provided a similar list, which included fact-finding, analysis and problem-solving, information networking, and demonstration projects or direct services. The latter category included the following techniques relevant to career education: (1) career exploration opportunities; (2) work-and service-experience programs; (3) career guidance workshops for teachers and counselors; (4) cooperative vocational education, internship, and work-study placements with employers; (5) community resource clearinghouses; (6) summer or temporary jobs programs; (7) career days, career fairs, and mini-career days; (8) assistance to magnet schools; (9) adopt-a-school programs; (10) mini-grant awards to teachers with creative ideas; (11) programs for high school dropouts and juvenile offenders; (12) teacher training and developing of career education materials; (13) youth motivation seminars; (14) career exchange days; and (15) economics education packages (pp. 13-14).

Conclusion

Figure 2 summarizes collaborative efforts of the private sector. For detailed descriptions of implementation strategies, see the Appendix.

Figure 2. Summary of collaborative efforts of the private sector with examples.

II. WHAT DID WE LEARN?—BENEFITS AND BARRIERS

What did we learn? Our second major task is to determine what we learned from the experiences of career education-private sector collaboration and cooperation—especially relating to the major benefits and problems that arose.

Major Benefits and Advantages

Leaders in business and industry are interested in career education for many of the same reasons that school people are. For example, Hensley (1977) observed that the private sector has stressed the idea that career education is needed to reduce the gap between education programs and "realistic" career needs. Specifically, Hensley noted that the business community has often cited such problems as high dropout rates (only 76 percent of all students enrolled in secondary schools actually graduate), the imbalance between students enrolled in college preparatory programs as opposed to those in vocational programs, and the relatively small number of students who graduate from college (23 percent of secondary students). There are, in short, many reasons for public schools and the private sector to pursue collaborative efforts. The review of the literature disclosed that several businesspersons and some educators reported that their experiences with career education collaboration resulted in a variety of benefits to both parties.

Hoyt (1978c) set the parameters in this area when he projected what the potential benefits would be for both the school and the business community. In terms of the school, he listed the following major benefits:

- An increased understanding of the occupational society provides educators with knowledge and insights useful in motivating students to learn.
- The use of community resources can provide variety in the teaching/learning process, thereby making teaching more meaningful to teachers and learning more meaningful to students.
- An increased student effectiveness in making the transition from school to work may result in greater community support for education.
- Working with the community can help educators better understand and respond to community needs. (p. 4)

In terms of benefits for the business community, he predicted the following:

- The potential cost benefits resulting from the prospects of fewer school-alienated youth, unemployed dropouts, and maintenance costs for juvenile delinquents makes a collaborative effort a good investment.

- A collaborative effort can help a business get its message across to teachers and students; without this effort, difficulties in gaining entrance to schools often are encountered.

- Youth are future voters, stockholders, and employees; it is "good business" to pay attention to them.

- A collaborative career education effort makes the expertise of educators available to industry for such purposes as assisting in career planning program efforts and developing internal career paths for employees. (p. 5)

Elsewhere, Hoyt (1978f) indicated that the long-term benefits to youth and to the business community extend far beyond the borders of career education. He wrote, "Career education is best thought of as representing only one of many possible vehicles for use in gaining more effective education/community interaction. Recognition of this fact, in itself, makes the community collaborative career education effort well worth trying" (p. 10).

The business and industry community also recognizes the benefits of collaboration. The chairperson of the board of the McKnight Publishing Company, William McKnight, spoke in very clear terms as he observed the benefits of collaboration:

> Business and industry have every reason to become deeply involved in education—and especially career education. Business people should want to respond to the alarming statistic that in any one year, about two million young people leave formal education lacking skills adequate to enter the labor market at a level commensurate with their academic and intellectual promise. Many leave with no marketable skills whatever. Such fruitless educational effort wastes educational dollars. There is an even greater loss in the lack of confidence and self-esteem and in the feeling of alienation these young people feel as so many of them drift toward becoming a future statistic in unemployment, welfare, and sometimes even crime. (1978, p. 41)

The associate educational service director of Illinois Bell, Mary Ann Blomquist, acted as a spokesperson for Chicago United (a consortium of some of that city's largest businesses—including minority business and community leaders). She identified several benefits for infusing business resources into career education, with emphasis on the following points:

- It assists educators in motivating students, bringing more relevancy to subject matter, and providing additional incentives for learning even the most basic subjects of reading and math.

- It provides school administrators with a measurable way of assuring that students are receiving sufficient training to meet minimum job entry-level skills and develop positive attitudes.

- It offers administrators additional sources of input to ensure that learning within their areas of responsibility is broad-based, current, and relevant to the needs of society.

- It broadens administrators' and educators' awareness of the great number and variety of resources available to assist them. It also provides educators with a means of updating their own skills through exposure to new application of their subject matter.

- It assures that administrators and teachers will have the best possible opportunity to relate to the business community on a continuing basis and to ensure mutual understanding of school and community needs.

- It gives students an awareness of work as well as an opportunity to explore various careers and sample their environments. (1978, pp. 61-62)

Lee Hamilton, the vice-president of the education department of the National Association of Manufacturers, and Charles Heatherly, the former director of education of the National Federation of Independent Business, stressed the four broad reasons for (and benefits of) business support of education, particularly career education (Hamilton and Heatherly 1978). They called their first reason "corporate citizenship," which means that many companies want to be involved in career education because they consider their work with schools as one means of discharging community service responsibility. A second reason was that business firms are financial contributors to the educational system; that is, since taxes are a significant cost of doing business, businessmen are interested in getting the best possible return on their education tax dollars. A third reason resulted from industry's need to have a continuing supply of well-educated individuals entering the labor market as potential employees. A fourth reason was related to the level of understanding that students should have about the business system and the economic principles through which it operates.

In addition, Mumford (1975) briefly reported the viewpoint of General Motors when he wrote that the interaction of school and business "leads to a greater awareness, understanding, and appreciation for the interdependence and cooperation which takes place in work and society as a whole" (p. 8).

Fraser et al. (1981) observed that the public schools will be under enormous financial pressures for at least another decade. They noted that since educators will be hard pressed to educate the public in order to preserve the tax base for public education, active support from business and industry should help considerably. From the educator's perspective, she and her colleagues concluded that the formation of coalitions may be a powerful motivation for the activation of collaborative councils. Although educators and businesspersons sometimes stress different priorities, according to Ahmann (1979) they both have come to recognize career education as a means of providing more satisfaction to participants in the social and economic environment.

In short, while the literature does not include "hard research data" in this area, numerous benefits should accrue to local schools. For example, Stein et al. (1978) summarized a number of key points:

- The improvement and upgrading of instruction is assisted by more systematic use of personnel, materials, and facilities provided by business and industry.

- The varied services vastly enrich curricula and relate the school setting to the world of work. These services also provide experiences not usually available in school.

- Cooperation can help the school meet student needs through a variety of means by mobilizing the resources of the greater community for educational purposes.

- The broader community is a source of innovative thinkers for program and facilities planning through participation in advisory and consulting activities.

- Through the systematic use of cooperative agreements, the broader community assists in implementing such components and related functions as career awareness at the elementary school level; career planning and decision making based upon factual information provided by knowledgeable persons; career development at the secondary and postsecondary levels; and self, economic, and world of work understanding by students.

At the same time, Stein and his colleagues observed that the community benefits from cooperative relationships with schools. Individuals and organizations are able to—

- help guide the training of future workers and give realistic perceptions of the world of work and its demands prior to employment;

- have an opportunity, as taxpayers and school supporters, to give input to the policies, operation, and direction of the educational enterprise and gain personal satisfaction from helping students develop their interests, abilities, and attitudes (Ibid.).

Major Barriers and Areas of Concern

In addition to the benefits, there are barriers to the public school-private sector collaborative effort. A study by Richards (1980), for example, gave some initial hints of this. In research conducted for Research for Better Schools, Richards attempted to identify resources that organizations might be willing to share with schools. Produced through the Delphi technique, two lists of variables (organizational resources and characteristics) formed the content of a questionnaire developed for surveying 178 members of twenty-seven service clubs (Exchange, Kiwanis, Lions, Rotary) in Delaware, New Jersey, and Pennsylvania. A company's willingness to share resources was compared to selected operating characteristics (e.g., current school assistance, formal recruitment program, formal staff training program, support of employee education, engagement in public service, student hiring, apprenticeship program, and so forth). Willingness to share resources also was compared to organizational characteristics. The responses were analyzed for two areas, namely, other resources business might be willing to share and other ways businesses would like to be involved in implementing career education. Richards concluded that the employment community is a greatly underused resource, implying that there is room for improvement on many fronts.

One of the most comprehensive analyses in this area is provided by Hensley (1977) in his study sponsored by the National Advisory Council for Career Education. Hensley pointed out that although many educators and businesspersons recognized the value of cooperation, they were cognizant of numerous problems in developing and strengthening their relationships. Identification of barriers to improved relations varied to a great extent with individual roles; for example, what was perceived as a problem by an educator may not have been significant to a businessperson, and vice versa. Moreover, barriers to strengthened cooperation varied from place to place, depending on a number of economic, legal, geographic, or demographic factors (e.g., the wealth or population characteristics of the state or community, state laws, and local regulations). Hensley observed that even with these differences, it was possible to identify several common problems or barriers.

The following list was presented originally in a more detailed formulation by Hensley (1977) and then reprinted the following year in a more concise form (Hensley 1978). Because of its importance, it is cited here in detail.

- *The participation of business and industry in state and local career education efforts is frequently not sought in the beginning.* Since business and industry are important members of the career education process and are an integral part of the political processes in education, they must participate in the development of policies and of laws. It is unlikely that members of business and industry can develop strong commitments, reach consensus on the goals of career education and fully cooperate with states and local districts if participation is not invited and encouraged through all phases of policy development—long before programs are ready for implementation.

- *Certification and credentialing.* Although this problem is not limited to career education (reciprocity of certification, for example, is a major problem for states in all areas of education), it has special significance for career education. Many businesspersons look forward to participating in preservice and inservice programs for teachers but face hurdles when placed on special assignments in public schools. Rigidly drawn standards limit the scope and frequency of these collaborative efforts.

- *Identifying career prospects.* Career education advocates can cite numerous instances where students were prepared for occupations that no longer exist; where the requirements specified in job descriptions bear little if any resemblance to the task of the position; or the demand for personnel is so unevenly distributed geographically that the demand for workers is virtually impossible to establish. More and better information is needed concerning career prospects if career education programs are to be replicated and if the cooperative efforts of business, industry, and education are to be expanded to a point where they facilitate regional and educational cooperation.

- *Competencies perceived by business or industry for a working life are often unclear to students, teachers, and others in the education community.* The notion that career education represents a "response to a call for educational reform" is far reaching and implies that educational reform is not the only reform that is needed. Social, political, and economic reform are equally necessary. Right now the goals and objectives of various institutions differ. Business and industry are profit-centered and cannot be expected to be otherwise. Education is unaccustomed to thinking in these terms and sometimes finds it uncomfortable to relate dollars to outcomes. Educators balk at the idea that their roles should be limited to training workers to fit a mold prescribed by forces outside education, including business and industry.

- *Security, safety, and insurance-related problems.* A number of companies have pointed out that security considerations require that restrictions must be placed on visitations of outside persons. Some industries would have to develop elaborate security arrangements if students and teachers were to be brought into various plants on a regular basis.

  Further, some industries are particularly concerned about safety, and should be. Work in many plants is dangerous, and safety can be a serious problem for persons (especially children) unfamiliar with shop routines and practices. Some industries cannot safely conduct large tours or must limit visits to secondary school-age or older groups. Insurance problems also constitute a real barrier. For example, a number of business and industry representatives have indicated that field trip insurance of schools does not relieve the company of the liability in the event of injury to students. Also, insurance problems can occur when part-time student employees are injured.

- *Continuity of communications between the schools and business and industry.* Frequently mentioned by persons in business and industry is the importance of a continuing relationship between schools, business and industry. The changing roles and responsibilities inside both systems, including the promotion and reassignment of personnel and the continuous reorganization of administrative units, work against the continuity that is essential if formalized and long-term relations between local districts and business are to be maintained.

- *Time and money.* Time and money are important considerations for both industry and education. Funding for career-related activities that involve the cooperation of business or industry cannot always be obtained by the schools. At the same time, many small businesses and companies willing to participate in the proposed programs may not have financial resources that can be allocated. Time, which can easily be translated as money, can be even more important. Serving on an educational advisory board, participating in industry or school seminars, and supervising interns or conducting tours all require that considerable time be allocated by schools and industries. Both have been guilty of reserving time and space for activities most directly related to immediate *payoffs.*

- *Inertia and the gap between the requirements of business or industry and the program objectives of schools.* This problem, as expressed by career education advocates both in education and industry, has at least two dimensions. First, many key decision makers in education, business and industry remain unconvinced that educational linkages are important. In some cases, there is the expressed idea that "our way" is the right way and "their way" is the wrong way. In short, there is significant resistance to institutional change. For example, those who do not view careers as a logical and desirable goal of education are not receptive to efforts outside the academic community to establish cooperative relations that involve the larger community. In much the same theme, leaders in industry or business whose involvement in education has been limited to programs with their own personnel can be extremely resistant to a perceived invasion by educators. Second, school priorities, methods of instruction, and training equipment do not necessarily complement the requirements of business or industry. Just as industry is not always willing to provide information, seminars, and tours to keep school personnel abreast of new techniques and skill requirements, educators sometimes are unwilling to leave classroom and administrative assignments to observe production procedures, to study expected performance factors, or to view the latest in technology. (Hensley 1978, pp. 28-30)*

In a study conducted by the Education Commission of the States (1979) representatives from the private sector were surveyed to ascertain (among other things) their perception of the factors that tend to encourage or discourage their participation in the development of state career education programs and/or policies. One hundred and four persons responded. The factors identified most often as discouraging to involvement, in order of importance, included the following:

- The time requirements (travel, meetings, etc.) for the business community are too great.

- Representatives are made to feel that they are invading the domain of the educator.

- The red tape and bureaucracy are overwhelming.

*Permission to reprint provided by the *Journal of Career Education.*

- There is substantial disinterest on the part of the educators.
- Both educators and the business community lack understanding of the career education concept.
- Lack of funding is a problem.
- Educators do not possess the ability to set objectives and work toward them.
- There is simply too much educational jargon in use.
- There also are multilayers of educational institutions with varied goals and operating styles; limited functional linkages between educational systems (state, regional, local); a multiplicity of governing bodies; slow decision processes; and too diverse constituencies within the educational system (adults, youth, college age).
- Government intervention and union restrictions are a problem. (pp. 33-34)

At an Office of Career Education seminar, Hoyt (1978c) identified two major problems that need to be solved if successful collaboration is to take place:

- To what extent is meeting the goal of education as preparation for work a responsibility of the business-labor-industry community? (p. 6)
- To what extent are educators willing to share responsibility and authority for preparing students for work with the business-labor-industry community? (p. 7)

He addressed the first question by pointing out that from an idealistic standpoint, career education advocates contend that the business community must accept part of the responsibility for preparing youth for work. This kind of idealism has not been widely accepted by the business community. In fact, it often has been rejected.

The problem is one faced by the business community in meeting what some have called the "social responsibility" of the private sector. The extent to which such responsibility is accepted obviously will influence such factors as corporate profits and dividends to stockholders; that is, acceptance of such responsibility involves spending money. Such decisions are made at the highest levels of management. Part of the operational problem facing those who wish to implement career education collaboration is that, at such top levels, the term "career education" has not generally surfaced.

Hoyt concluded, "Seminar participants seemed to agree that, if *collaboration* involving *joint acceptance of responsibility* is to occur at the community level, it may very well have to be initiated by *cooperation* between top executives from the business-labor-industry community and from education at the national and/or federal level. It is obvious that, to date, this has not yet occurred. Therefore, it remains in doubt whether or not this major problem will be solved." (Ibid., p. 7)*

In regard to the second question (i.e., the extent to which educators are willing to share responsibility for preparing students to work with the business community), Hoyt began his

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*Emphasis in original text.

discussion by stating that educators in general appeared to accept the concept of collaboration philosophically but not operationally. Two important insights of the participants were that (1) "policymaking" must be considered at both the philosophical and at operational levels, and (2) there is a difference in meaning between "participating in policymaking" and "making policy."

Hoyt noted that no seminar member argued in favor of taking away from local school boards the responsibility for making the kinds of broad policies that determine the goals and basic structure of education. Board members have a legal obligation to make such policies. Educators employed by school boards are obligated to administer board policies. In doing so, however, those responsible for implementing policy are faced with making operational policies.

At the program level, there are many operational policies that could (and should) be made using the joint expertise of educators and others. Examples of such operational policy questions included the following points: (1) Should students' work experience be paid or unpaid? (2) What should youth see when they visit a plant? (3) Should work experience be productive for employers? (4) What should youth know about the way a company operates? (5) How are subjects taught in schools related to tasks employees are performing? Unless the business community participates actively in answering such operational questions, it cannot be held accountable for results obtained from application of such policies in a career education effort. In short, without joint accountability, collaboration does not truly exist.

According to Hoyt, seminar members pointed out that school board policies reflect community concerns in that board members represented the broader community. Hoyt felt that this begs the question of whether or not community leaders should seek to influence school board members to adopt such broad philosophical policies as those that commit the school to increasing its emphasis on preparing students for work. In summary, the seminar members argued for (1) involving the broader community in operational policymaking for career education, and (2) encouraging the community to participate in actions aimed at influencing board policies that support career education.

Still another view of problems and barriers to collaboration—particularly as they relate to education and work councils—has been presented by Prager and her colleagues (Prager et al. 1981) in an analysis of the operation of such councils. In their view, some of the possible factors inhibiting (but also encouraging) collaboration included the following general areas:

- Council-related factors: council goals; council target groups and jurisdiction; relationship or degree of consensus among council members and staff; and commitment, abilities, and creativity of council leadership in the pursuit of collaboration.

- Sector-related factors: organization's goals; organization's target groups and jurisdiction; relationship or degree of consensus among subunits of the organization; and commitment and abilities of the organization's leadership in the pursuit of collaboration.

- External factors (related to the community as a whole or to the council or organization in particular): political history or conditions; economic or employment history or conditions; funding propects; local attitudes; and special events and circumstances. (p. 95)

More specifically, the authors noted that although there are numerous incentives for councils to collaborate with private industry and numerous bases for such collaboration, several practical obstacles exist. The greatest one is sustaining private sector involvement. If the activity involves

too much time, this detracts from the firm's profit goals. In addition, if the activity involves internal council controversy and the prospect of a lengthy period of time without resolution, this is a further disincentive to sustained involvement. Business affiliates also may tend to seek disassociation if the council becomes engaged in any major public controversy.

Apart from the problem of sustaining involvement, Prager and her fellow writers also saw the basic question in terms of the "responsibility" issue. They indicated that it is not easy to convince the private sector to assume a share of the responsibility for the solution of public problems that is equal to the share of responsibility assumed by education, as a collaborative effort would imply. Most private sector representatives do not believe that they should assume responsibility for the solution of public problems, much less a share equal to the public sector. Prager and her colleagues concluded that—

> In spite of the fact that the education and work council concept sought to eradicate the notion that responsibility for youth transition is one-sided, it has not done so. Indeed, the separation of public and private sector responsibility and activities is far too basic and fundamental to the workings of both American government and American capitalism to expect that a relatively modest demonstration project (such as the National Work-Education Consortium Project which sponsored education and work councils) could alter it. (Ibid., p. 107)

Gold (1981) discussed two additional barriers by pointing out "core differences" between the two institutions. His argument was that (1) businesses emphasize training both in task skills and interpersonal relations; and (2) these areas converge in most work settings because team efforts are needed to get the job done—whether it is on an assembly line or in a management setting. On the other hand, Gold pointed out, diversity of interests may be more encouraged by the lack of group structures in educational organizations. He wrote that "more than the public-private distinction frequently raised, this difference in the very format for teaching and learning is probably the most significant barrier to communication across the two sectors" (p. 2). Another barrier is that work institutions teach skills and develop teams because tasks need to be accomplished that make a difference to the organization's survival and the continuity of an individual's rewards. Schools rarely are so dependent for survival (at least in the short run) on the performance of teachers and learners. According to Gold—

> The motivational setting differs between the two sets of institutions, creating yet another barrier to effective interaction on a large scale. From another point of view, these underlying differences may very well be key elements that must be taken into account in understanding the limitations of collaborative activities and the boundaries of institutional integrity. (Ibid., pp. 2-3)

III. WHAT DO WE DO NEXT?—RECOMMENDATIONS AND GUIDELINES

What do we do next? Our third major task is to review the guidelines suggested by both educators and businesspersons under which future positive collaboration might occur.

While we have learned much from the past ten or so years, educators and businesspersons are hesitant to share their views on the ways things should be done in the next ten years. This chapter begins with some of the more general analyses, followed by more specific program suggestions.

Guidelines from the Education Commission of the States

The Education Commission of the States (1976) presented a broad view of the changes that it believes should be made in order to bridge the gap between the "world of education" and the "world of work." The separation, in its judgment, is due to two basic factors, namely, the "false divisor of mind and body" that tends to separate the intellectual from "real life," and a division of labor that assumes that schools are the province of educators and work is the province of businesspersons, industrialists, and workers. Hence, the Education Commission of the States (ECS) suggested that some fundamental changes need to occur in both worlds.

According to the ECS, schools must change in the following ways:

- Increase participatory involvement of parents and the community in determining the needs, programs, and resource allocations of the schools.
- Seek a consensus between the schools and the community regarding educational goals.
- Work for necessary attitudinal changes both in educational institutions and in the students served. For example, schools must see themselves not just as educational institutions but as social institutions. With this broadened self-image, they can more readily embrace the concept of career education, an education so imbued with the aim of synthesizing work and school that the concern for the wholeness and breadth of career concerns is woven in, not added onto, the regular academic work of the school.
- Make organizational/structural/instructional changes in educational institutions. For example, although career education is sometimes described as an instructional strategy, it is much more than that. If career education is really going to make any significant difference in synthesizing schooling and work, much more than instructional strategies within the school must change. (ECS 1976, pp. 8-9)

Some of the changes noted deal with flexible scheduling, credit structures, and graduation requirements:

- Schools must develop specific, two-way linkages with outside institutions. For example, although the sites for appropriate work-experience and work-exposure opportunities will be provided by the business and industry community, making known the need and importance of this opportunity and altering the school program to take advantage of it become responsibilities of the educational institution. (Ibid., p. 12).

On the other hand, social institutions, including private sector organizations, also must change. Some of the ways suggested by the ECS are as follows:

- Improving working conditions. Although providing greater flexibility in moving back and forth between training and work and retraining for another job would help allay some of this gloom, the fact remains that jobs themselves and their related benefits need to be improved to reduce the common phenomenon of "worker alienation."

- Overcoming extreme fiscal conservatism. It will cost money to reform the curriculum, to provide job/entry skills to all who desire them, to make education open and accessible to everyone on a lifelong, come-back-when-you-need-it basis .....providing the work opportunities, the trainers and the training students need.

- Altering restrictive practices in the world of work. Providing work opportunities, curricular materials, and exchange of personnel, and participating in cooperative work programs—these are some of the ways in which corporate policies may be used to underscore the new priority being placed on career education. (Ibid., pp. 15-17)

The ECS report went on to say that while some of these changes are complex and obviously require gradual alterations of attitudes and priorities, some can be brought about almost immediately, given an active collaboration between school and community. "For example, given sufficient impetus by well-formulated requests ..... (businesses) would quite willingly supply for students' observation tour sites; an increasing number of workplaces for exploration and/or part-time employment; [and] speakers to bring first-hand information and insights into the classroom, much as a poet-in-residence can help students actually live and create poetry." (Ibid., p. 18)

While the ECS was not suggesting that any segment of society assume an inappropriate share of the burden, it did suggest that a delineation of roles would result in a synthesis of seeming opposites: a division of responsibilities and a sharing of tasks. In fact, the report concluded with such a recommendation, making the following suggestions:

- **The Role of Education**

  — Reorganizing restrictive scheduling, curricular, and credit patterns

  — Assigning full-time work-study coordinators

  — Broadening both scope and intensity of such programs

  — Using total community resources—other social service agencies as well as business and industry

- **The Role of Business and Industry**

  — Providing appropriate work situations

— Arranging schedule flexibilities

— Implementing two-way personnel exchanges

— Employing career development coordinators

— Accepting these programs as a true partnership venture (Ibid., p. 20)

In addition to the broad recommendations discussed above, ECS (which over the years has taken an active role in career education leadership and research) has published several other studies directed, for the most part, to state agencies. For example, ECS made several broad suggestions for action for organizations and agencies that want either to adopt career education policies or to review existing ones. The following suggestions were offered:

- Review existing policy statements to determine the extent to which they reflect current priorities.
- Consider the advantages of working with other groups to achieve common goals in policy areas.
- Analyze and note similarities and differences in formally stated policies as a first step in facilitating productive, goal-oriented relationships.
- Define terms clearly.
- Review statements carefully in order to determine if they reflect a commitment to involvement in career education at the local, state, or national levels. (Ahmann 1979, p. 19)

The Education Commission of the States, as indicated, also has been involved in several research efforts over the past few years. One such study (Education Commission of the States 1979) sought information from representatives of the private sector who had participated in the development of career education policies at the state level. A number of recommendations regarding collaboration, generated from their survey, have particular applicability to state leadership:

- Changing those traditions that are obstacles to educational change should be viewed as one of the major objectives of the collaborative effort (rather than necessary evils that automatically limit what can be done). Those involved in the collaborative process should be fully informed of the existing structural and procedural limitations of the education system, the reasons for their existence, and the necessity of dealing creatively with them.
- The collaborative development of state career education policies and plans should be responsive to local needs and activities as determined by formal or informal needs assessment activities.
- A sustained effort should be made to identify the existing base of support for career education in the state, both in the public and private sectors, and to communicate that information to policy makers in the executive and legislative branches of government. (Ibid., p. 64)

Hensley (1977) explored a number of issues related to strengthening the collaboration of education and the private sector. Early in his analysis, he concluded that the key to overcoming the barriers to increased cooperation centers on the traditional inability of these groups to communicate on topics where disagreement might be expected to occur. Three of the important recommendations he made were: (1) all parties must have some idea as to what increased collaboration can accomplish; (2) proposed levels and types of collaborative activities must be identified as to their significance for the particular discussion; and (3) objectives and proposed outcomes must be mutually agreed upon before serious discussions begin (p. 17).

In addition, Hensley presented eleven recommendations that are briefly highlighted here.

- Improved legal bases for career education programs must be developed. At the present time [that is, 1977], few states have developed policies or legislation to facilitate the infusion of career education concepts into the mainstream of education at all levels.

- Schools, business, and industry must seek a consensus on the goals of education. Seeking consensus between two or more dimensions of the total community does not preclude the participation of other groups. In fact, a productive alliance between education and business will of necessity involve the participation of labor, parents, and other formal and informal groups.

- Attitudinal changes within and among educational institutions must occur. Schools at all levels must move from viewing themselves as educational institutions to a point where they can accept a role as social institutions. This broadened self-image portrays the essence of the career education concept, where career education is infused in, not added to, the curriculum.

- Structural changes must occur at all levels of formal education. It is in this context that the concept of the year-round school has achieved the greatest attention. While numerous alternatives are possible, it seems clear that institutional schedules will need to become more flexible.

- Stereotypes regarding work and working populations must be considered. In our culture as in others, certain types of work have been assigned greater prestige than others. No amount of verbal comment can change this fact. Some jobs are more prestigious than others; however, traditional stereotypes are subject to revision because equal educational opportunity does not occur where children or adults are not exposed to the full range of opportunities available to them.

- State and federal laws must be examined. Laws that prohibit or complicate the cooperation of business, industry, and education must be reassessed. There are numerous federal and state laws, passed before the advent of career education, that impede industry-education cooperation.

- The role of the states in the implementation process must be stressed. Emphasis has been placed on the importance of strengthening political and educational leadership in each state and between federal and state governments. The federal commitment to career education is well known, but the states hold the key to the full implementation of these concepts.

- Business and industry must be brought into the picture at an early stage. Just as labor demands equal participation with business and industry in career education, so it should

be between business and education. No institution will stand for a minor role in this effort; none want a role that begins after policies have already been determined.

- Certification and credentialing requirements should be reevaluated. States must review certification and credentialing requirements and reciprocity among states must be advocated. The career education movement may be the key to bringing about a solution to a problem that has perplexed those who have advocated regional and national cooperation among states for many years.

- Better data on business-industry-education cooperation must be made available.

- The importance of the business-industry-education linkage must be publicized. (Hensley 1977, pp. 32-38)

Guidelines from the Business Community

Several private sector spokespersons have commented on steps they feel need to be taken to enhance career education-private sector collaboration. Hamilton and Heatherly (1978), for example, wrote that business leaders as well as educators need to reexamine their priorities. They noted that if career education is to achieve the reforms envisioned for it, "business leaders will have to study its meaning and implications more carefully and join in a genuinely collaborative effort" (p. 23). They felt strongly that while a beginning has been made, much more needs to be done. Many businesspersons seem to agree with them.

One extensive and insightful set of recommendations from the business point of view was presented by McKnight (1978), who observed that while the business community can make important contributions, this can happen only if school people "open the way" and if individual representatives of industry take the initiative to offer assistance. McKnight presented five concrete suggestions for the business community that are abstracted below:

- Help obtain supporting legislation. School boards and administrators can use the business community's leverage in directing legislators' attention toward realizing the economic benefits that accrue from a viable career education program.

- Recognize and support cooperative education opportunities. An effective way the business community can assist career education is to participate wholeheartedly in cooperative education. In many regions of the country, cooperative education has become the fastest growing phase of career and vocational development.

- Provide employment experience and/or business orientation for local teachers. Inservice programs of varying duration, sponsored jointly by business agencies (e.g., Chambers of Commerce) and working with school administrators, provide experiences that will acquaint employer representatives with the school program and will enable teachers to understand better the research, finance, marketing, distribution, personnel, and administrative functions of a business organization.

- Support the school's guidance, placement, and follow-up services. This type of cooperation can assist in maintaining data banks on job availability, on youth and adults who wish to be employed or reemployed, and on aids for the design of new programs and improvement of existing programs that changing employment opportunity may impose.

- Speak out about business—tell it like it is. What business people undoubtedly can do better than school people is assist youth in gaining an understanding of the importance of their attitudes toward work and their work habits.

With regard to the Chambers of Commerce, Hoyt (1978b) reported six specific suggestions made by miniconference participants for strengthening the involvement of Chamber of Commerce personnel specifically, and business personnel in general. The six points are summarized as follows:

- Seek to have career education become an elective topic at the summer institutes held for Chamber of Commerce executives.

- Seek to make career education a topic at the many "Information and Exchange Sessions" conducted annually for local Chamber of Commerce executives.

- Seek to make career education an action program in the largest metropolitan Chambers of Commerce.

- Encourage several explicit career education questions on surveys among the local Chambers of Commerce to determine how many are now engaged in career education.

- Use the influence of large industrial organizations already committed to career education to influence actions of local Chambers of Commerce.

- Make contacts with and try to influence actions favoring career education on the part of other national organizations of business and industrial personnel. (Ibid., pp. 16-17).

In addition, when career education personnel from a school system seek to involve their local Chamber of Commerce in career education, the following seven suggestions made by the participants may be helpful:

- Encourage the local Chamber of Commerce to include an education committee as one of its standing committees.

- Seek to encourage the education committee of the local Chamber of Commerce to recommend career education as a priority when decisions are being made about the Chamber's program of work for any given year.

- Use specific examples of what other Chambers of Commerce have done in asking a local Chamber to become involved in career education.

- Emphasize that career education is a way of improving the school system's ability to prepare youth for work in ways that do not call for any great increases in the school budget.

- Picture career education as a vehicle for use by the business and industry community in influencing the education system.

- Let the local Chamber of Commerce know why you need them, what you need them for, and how their efforts will effectively supplement the efforts of others.

- Be patient but persistent in efforts to involve the local Chamber. (Ibid., pp. 18-19)

Several years earlier, the Chamber of Commerce of the United States (1975) suggested the following concrete ways of getting started:

- Organize a "starter group" that includes school board members, administrators, teachers and their association or union representatives, and counselors, as well as representatives of business, labor, women's organizations and minority groups; obtain resource materials in career education.

- Explain the career education concept and how it will benefit students and teachers, as well as employers and the community generally.

- Encourage the school board to provide for the inservice education of teachers and to establish a schedule for the implementation of career education.

- Build public support through PTA forums and local radio and TV panel programs.

- Survey employers, labor unions, women's groups and minority organizations, and talk to the employment service to learn about trends in job skills. Identify companies that will provide work orientation for students and teachers, including part-time paid and unpaid employment.

- Analyze and recommend priorities for action: Where should limited resources be applied? At what grades will you begin?

- Identify ways of incorporating the career education concept into the curriculum, based on recommendations of teachers and their association or union representatives, and of local leaders in various careers.

- Provide for continuous review and revision of the program. (Ibid., pp. 15-16)

With regard to Junior Achievement, Inc., Hoyt (1978d) reported nine specific suggestions made by the participants at a miniconference for improving Junior Achievement (JA) and educators' working relationships. The suggestions are as follows:

- Include a "JA Orientation Session" in career education inservice activities for educators.

- Identify those educators most interested in working with JA personnel and encourage their interaction with JA.

- Encourage JA franchises to include in their efforts the use of senior high school JA Achievers in the JA program of economic awareness for 5th and 6th grade pupils.

- Encourage school board members, classroom teachers, and administrators to visit senior high school JA program sites when youth are present and involved in their project activities.

- Actively support the involvement of senior high school students in the JA program.

- Seek involvement of JA alumni from the private sector.

- Use Project Business as a major delivery system for economic understanding in junior high school career education efforts.

- Seek to encourage other community groups to use JA materials in settings where franchises are not in operation.

- Appoint a JA person to the local career education action council. (Hoyt 1978d, pp. 14-15)

Guidelines on Collaborative Councils

Prager et al. (1980) reported the findings from the first phase of a two-phase study of education and work councils. As a result, the following specific recommendations were made: (1) council activities need to be better integrated with planning and implementing specific changes designed to improve youth transition to the workplace; (2) council members need to perceive and act in their council roles as institutional representatives as well as individuals—rather than as individuals only; (3) the effectiveness of council leadership needs to be recognized as a critical factor in determining how successfully a particular council develops; and (4) councils need to reassess all aspects of their operations periodically in order to determine if goals are being met (pp. 99-105).

Prager and her fellow authors suggested that councils must be viewed in a context of diversity; that is, each one develops differently for different reasons. They noted that some overall recommendations can be made to education and work councils for the future; however, they cautioned that, if the future is like the past, each one will need to proceed in the framework of its own unique situation.

Each site in a survey that Prager and her colleagues conducted formed a council that carried out activities and became a forum for an exchange of views. The authors concluded that "the question that remains is whether the council members are engaging in activities of limited consequence which will not produce true institutional collaboration, or whether council evolution must proceed as it has, with the scope of council activities expanding as time goes on and as the process becomes more comfortable for council members and the institutions they seek to affect, until such time as institutional collaboration can be demonstrated" (Ibid., p. 107).

In a report published the following year, Prager et al. (1981) offered additional recommendations regarding private sector collaboration. They suggested that councils should recognize the special qualities attendant to this sector. Since the private sector consists of businesses whose interests are widely diverse, this inherent variety may be a significant obstacle to collaboration. The authors further suggested that collaboration may best be inaugurated by working with established private sector organizations (such as the National Alliance of Business and the Chamber of Commerce) that can articulate and rank the interests of the private sector. In inaugurating such collaboration with the private sector, the use of top-level private sector representatives to initiate contact with other top-level officials may be particularly effective, although the collaboration eventually should extend to others whose job it is to implement the policies of top-level leadership. Prager and her colleagues concluded that "councils seeking to sustain private sector involvement should recognize the inherent difficulties and should consider the use of volunteer resource networks as one vehicle for expanding private sector involvement and for extending the reach of council activities into the private sector and other sectors as well" (Prager et al. 1981, p. 12).

A handbook produced by Elsman (1981) also is relevant. Based on actual experiences of 150 collaborative councils of various types, the handbook presented issues, questions, and examples that should be considered by anyone initiating collaboration between education and the private sector. The handbook's list of "do's and don'ts" is particularly useful.

- **Some Do's**

  —Set action-oriented and achievable goals and objectives: select "bite-size" projects.

  —Make sure at least one person has enough time to devote to the council.

  —Get all council members involved.

  —Build influence in the community.

  —Become a "neutral and honest" information center.

  —Stay flexible.

  —Stay politically aware.

- **Some Don'ts**

  —Get involved in sustained battles over institutional turf.

  —Take on more activities and projects than the council can handle.

  —Be disorganized or unprofessional about fund raising.

  —Become dominated by a single interest group.

  —Try to serve too large an area.

  —Fight unpopular or impossible crusades. (Elsman 1981, pp. 59-60)

Guidelines from the United States Office of Career Education

A variety of suggestions have emerged from the activities and leadership of the Office of Career Education. Hoyt has suggested two broad guiding principles:

1. It is essential, in building collaborative career education efforts, that both educators and persons from the business-labor-industry community share a joint commitment and have the same basic understandings regarding the goals of career education. An inservice effort is needed for both.

2. The potential found within a single business or industry for collaboration is very great indeed. A school system doesn't have to wait for interest on the part of a wide variety of businesses and industries in order to begin its career education efforts. (Hoyt 1979, p. 16)

It is useful to review some of Hoyt's guidelines regarding the "concept of shared authority," (1978a):

> Societal "truisms" are sometimes based on fact and sometimes on myths. They continue only if there is at least a solid element of truth in them. One such "truism" is phrased in this way: "Anything that is everyone's business soon becomes the business of nobody." The

concept of collaboration is obviously susceptible to the consequences of this truism. If collaborative efforts are to be implemented on a sustaining basis, some organizational structure that is in charge must be created. Clearly, no single organizational model can be appropriately applied in every community. Community differences are too great. What will work best in one community will not work best in another. (p. 14)

Hoyt subsequently has identified three possible models, which are summarized here.

- Model I is represented by the Institute for Public Affairs Research, Inc. (IPAR) effort in Portland, Oregon. IPAR is an organization established and operated by the business-labor-industry community in the Greater Portland area. Representatives from schools are members of the IPAR council and the local board of education contributes a small amount of funding support to it. However, the majority of IPAR council members and the bulk of its revenues come from the private sector. Therefore, it is essentially controlled by the business-labor-industry community and relies on that source for contributions for its financial support. Physically, it is housed outside the educational system and is more than a service agency to the educational system. IPAR promotes experimentation and the wide community involvement with the school system.

- Model II is illustrated by the community career education councils operating under and created by local school boards. This arrangement, for the most part, is operated under the direction of a community career education coordinator. The coordinator is employed by the local school board, and typically has an office in an educational facility. This model has several advantages, including, but not limited to, the following:

  — Since it is created by and is accountable to the board of education, the council stands a greater chance of influencing school policy than if it were to operate as an independent community agency.

  — The council, as part of the school system, has many opportunities to influence needed change.

  — Although it is established by the school board, it still receives part of its funding from the business-labor-industry community.

- Model III is illustrated by the several community education work councils operating under the general direction of the National Institute for Work and Learning (formerly the National Manpower Institute). The assumption behind the operation of such councils is that they operate as brokers between the school and the broader community. However, they owe their primary allegiance to neither. The main advantages of this model are as follows:

  — It is not "owned" by any segment of the society.

  — Because it encourages a variety of community elements to support it financially, all feel that they are participating members.

  — It allows the council to remain problem-oriented and is not tied to any particular parochial effort operating in the school or broader community.

  — It avoids the danger of being forced to stand with any one of the collaborative partners against another. (Hoyt 1978a, pp. 14-16)

He concluded this particular analysis by noting that any community interested in collaboration must address these four questions:

- How is the effort to be sustained on a sound financial basis?
- How will the effort operate in ways that maximize internal collaboration (within education and within the community) as well as external collaboration between the school and the community?
- How can authority be exercised so that all segments are involved in ways that do not interfere with or undermine the broader mission of any single participating group?
- Who is to be charged with day-by-day operational responsibility? (Ibid., p. 16)

Hoyt added that individual communities will have to answer these questions for themselves. No one model appears to be universal in answering all the questions.

The following are some of the additional recommendations reported by Hoyt on specific topics. Most of these lists were developed by participants in various United States Office of Career Education seminars and miniconferences.

Three principles related to securing commitment for collaborative relationships. Hoyt (1978c) generalized the three following principles:

- Collaborative efforts are likely to be more successful if they are limited to a particular problem focus. Once the process has evolved through attacking a particular problem, it can be applied to other problems.
- The problem of preparing youth for work is particularly appropriate for use in initiating collaborative efforts. This problem should be identified as extending beyond career education to include vocational education.
- The process of problem identification and resources for solving the problem should be determined by community involvement, not simply presented to the community by the school system.

Suggestions for starting a collaborative effort. As a result of several seminars and miniconferences, a number of suggestions were made for starting collaborative efforts. There was general consensus that the initiative can originate in any part of the community—i.e., it need not always originate from the school system. This view was championed vigorously by educators. However, participants from business and industry tended to feel it preferable, if not essential, that the initiative come from the school system. A summary of essential steps in starting such an effort includes the following points:

1. Secure agreement among both educators and leaders from the business and industry community that preparing students for work is a community responsibility extending beyond the education system itself.
2. Identify all possible community resources that might be brought to bear on solving the problem.

3. Ask the education system to coordinate its internal resources in ways that specify the kinds and amount of help needed from the broader community.

4. Arrive at some common understanding regarding conditions (including restrictions) under which various segments of the community could and should work together.

5. Formulate an initial action plan calling for specific roles and functions for various segments of the community.

6. Either utilize a Community Career Education Action Council established by the local board of education or establish a Community Education-Work Council and charge that body with responsibility for establishing and implementing operational policies for the action plan.

7. Appoint one person responsible for implementing the plan, preferably someone from the education system.

8. Put the plan into operation.

9. Evaluate the effectiveness of the effort, report back to all participants, and revise the plan accordingly. (Hoyt 1978c, p. 9)

Suggestions regarding the position of collaboration coordinator. At least one person should be employed to work with the collaborative council on a full-time basis to perform the following functions:

- Coordinate and bring together school and community resources so that there exists true coordination both within the education system and the broader community.

- Coordinate the "coordinated" education system and broader community so that "super-coordination" exists between these two "coordinated" elements.

- Serve a clearinghouse function by bringing together and utilizing resources of both the education system and the broader community.

- Be a creative and innovative discoverer of new resources, ideas, problems, and strategies—i.e., be more than a "maintenance" person.

- Serve as a catalyst to change through finding and using resources that exist beyond the local community.

- Provide balanced information about the community to both the education system and to members of the broader community.

- Engage in inservice education both for educators and for persons from the business and industry community.

- Build and facilitate trust and respect among all community partners in the total collaborative effort.

- Identify and highlight problems to be addressed by collaboration. (Hoyt 1978c, pp. 18-19)

Guideposts for motivating teachers to participate in a collaborative effort.

- Secure a board of education policy for career education. Teachers are obligated to carry out school board policies. Unless such a policy exists, teacher participation in career education will be difficult to obtain.

- Encourage the superintendent to visit schools with an expressed goal of looking for career education in the classroom. Encourage building principals to announce and carry out their intention to visit classrooms for purposes of observing career education efforts. Such actions on the part of administrators will encourage teachers to act.

- Encourage teachers and students who are engaging in career education to share their experiences with others.

- Use parents and persons from the business community to encourage teachers to engage in career education. When teachers see that such persons will give them credit for career education efforts, they may get involved.

- Hold teachers accountable for career education learner outcomes in evaluations of teacher performance. Unless this is done, career education holds little hope of becoming a vehicle for educational change. This is most crucial.

- Make teachers, especially in large urban areas, aware of problems created by large numbers of out-of-school, out-of-work youth. Help teachers see how career education may assist in reducing dropouts. (Hoyt 1978c, pp. 13-14)

Guideposts for helping teachers learn more about the "world of work."

- Encourage teachers to participate in National Alliance of Business (NAB) and General Electric (GE) Career Guidance Institutes.

- Establish training programs for teachers similar to those used by NAB and GE. The key elements are the quality of the training effort and finding some means to reward teachers for participating by giving them money and/or academic credit. Academic credit has minimal appeal to tenured teachers—and more and more teachers have tenure today.

- Provide two- to three-day "work sabbaticals" for teachers under arrangements where substitute teachers take their place while they visit sites in the business community.

- Where school board policy calls for all administrators to spend "x" number of days per year in actual classroom teaching, use this arrangement to allow teachers to visit sites in the business community.

- Use a "job fair" traveling van containing materials describing the business community. When that van is at a particular school, set aside time for teachers to study the materials it contains, in addition to encouraging student use of such materials. Teachers have as much to learn from the contents of the "job fair" van as do their students.

- Use a "most motivated for career education" approach that asks principals to pick the "most motivated" teacher from each building. Provide these teachers with ten weeks of

training, two hours per week, on how to use community resources for career education. Send them back to their building as the career education building representative and charge them with responsibility for showing others how to use these resources.

- Encourage local teacher associations and unions to make career education a priority for inservice education. (Ibid., pp. 14-15)

REVIEW AND OBSERVATIONS

A Brief Review

The purposes of this paper have been (1) to review both the general and specific approaches that have been used over the past decade by career education and the business and industry community; (2) to review the major results of these activities, particularly the benefits and the barriers to collaboration; and (3) to review the suggested guidelines or guideposts under which future positive collaboration might occur.

Definitions of career education and collaboration were presented. Hoyt's evolving definition of career education implies a significant role for the private sector. His contrast of the terms "collaboration" and "cooperation" suggests that the former implies shared responsibility and authority for policy decisions, whereas the latter implies working together.

The survey conducted by the American Institutes for Research categorized five broad areas in which business and industry have collaborated on career education, namely, providing materials, resource persons, equipment, work experience, and—in some cases—funding. Hoyt classified eight general strategies: (1) providing direct provision of career education experiences to school youth, (2) providing materials and resources, (3) providing inservice education, (4) gaining public understanding of and support for career education, (5) increasing parental involvement, (6) providing consultant and/or advisory services, (7) providing recognition and encouragement to schools, and (8) providing direct help to career education coordinators. Within these categories, Hoyt elaborated sixty-four specific techniques. The first section of this paper also provided specific examples of the techniques that have been used by both schools and business and industry. For anyone looking for "what to do," the first section should be useful.

Collaborative councils were also discussed. A number of points were presented, e.g., three basic patterns (service provider, facilitator/broker, and special projects); four general characteristics; and five specific activities that councils perform (i.e., research, public awareness, student development, staff development, and administrative/policy matters). Because there is such a growing body of literature in this particular topic, both school and private sector personnel have a great deal of useful information at their fingertips regarding concrete activities. Program planners should not be at a loss to determine what such collaborative councils actually do.

A review of benefits showed that the literature included various formulations of projected advantages to both the schools and the private sector. The primary ones relate to the wider use of community resources, greater mutual understanding between the two groups, and greater student understanding of the expectations of the world of work. As was indicated, however, while there are no hard research data to illustrate that collaborative efforts *per se* produce such results as lower student dropout rates and greater youth employment, persons involved in these efforts are inclined to believe that the potential benefits are manifold.

It was not surprising that many problem areas were uncovered. Hensley indicated eight areas in which problems occur. These included such major concerns as the problem of communications between schools and business and industry, and the gap between the requirements of business and industry and the program objectives of schools.

Hoyt posed two fundamental questions, namely, (1) to what extent is meeting the goal of education as preparation for work a responsibility of the private sector, and (2) to what extent are educators willing to share that responsibility. The lack of consensus appears to be at the root of the problem. Prager and her colleagues also viewed the basic problem in terms of the responsibility issue.

Numerous recommendations and action planning guidelines were reviewed. They ranged from several general, philosophical ones to a number of very specific suggestions. One of the most useful ideas was the concept of "division of responsibilities and a sharing of tasks." A brief list along these lines was given, as well as Hensley's three general recommendations (i.e., knowing what increased collaborative efforts can accomplish, establishing levels of and priorities for collaborative activities, and achieving consensus on proposed outcomes and objectives). In addition to his three general points, Hensley's eleven recommendations should be studied carefully.

From the businessperson's standpoint, McKnight's suggestions were concrete and useful. This is true, too, for the various recommendations regarding collaborative councils, particularly Elsman's "do's and don'ts."

One of Hoyt's recommendations was that if collaborative efforts are to be implemented on a sustaining basis, some accountable organizational structure needs to be created. He observed that no one model can be applied universally, and suggested three possible models for consideration.

In conclusion, Hoyt posed four questions that whoever is charged with the responsibility of collaborative education-work efforts will have to address. The four questions were as follows: (1) How is the effort to be sustained on a sound financial basis? (2) How will the effort operate in ways that maximize internal collaboration (within education and within the community) as well as external collaboration between the school and the community? (3) How can authority be exercised so that all segments are involved in ways that do not interfere with or undermine the broader mission of any single participating group? (4) Who is to be charged with day-by-day operational responsibility?

Observations and Impressions

Both career educators and representatives of the private sector appear to use the term "collaboration" when, in effect, they mean "cooperation." While these terms were also widely and almost interchangeably used throughout this paper, it is clear that educators and businesspersons really *do* need to distinguish between the two concepts. Collaboration, as Hoyt defines it, implies shared responsibility and authority; cooperation does not imply anything more than agreeing to work together.

The term collaboration actually has two meanings, a positive one and a negative one. When "collaboration" becomes a grossly overused expression, it can degenerate into "confrontation." It is necessary to be constantly on guard against becoming so "fuzzy" about the concept that it begins to take on that negative connotation.

A review the literature on the career education-private sector partnership indicates that the quality of the material varies greatly. Some of the writing is full of insight, sophisticated, and complex. On the other hand, some of it is rather naive and simplistic. Fortunately, those persons who have taken a leadership role in this area realize the intricate nature of the problem. Hensley recognized the fear on the part of some educators that they may be abdicating some of their responsibilities and shifting them to persons outside of the profession. He noted that, from the beginning, career education has pointed to the necessity for close relationships between education and the business community and that there are many viewpoints related to this question. Hensley (1977) analyzed the issue in this manner:

> In general, those persons who are directly involved in career education assume that education is a political enterprise; that there are thousands of persons who can be legitimately involved in a political enterprise; and that there are thousands of persons who are not educators, including representatives of business and industry. It is impossible to conceive that the business and industry communities could become involved in total collaborative efforts with education in achieving the goals of career education without sharing in policy decisions and in implementation. Massive involvement of community representatives does indeed mean that all who participate are entitled to express their ideas and to influence the decision-making process. (p. 20)

Because of the complexity of the question, Hensley concluded that the collaboration of education and business "must be accomplished incrementally, a piece at a time, on a one-to-one basis" (p. 28).

Hoyt, in a number of instances, stressed that career education is not an effort that is owned, controlled, or operated solely under the direction of the school system—and also that the solutions to the question of responsibility are going to have to be discovered by each community. In several of his monographs, he stressed that career education properly belongs to a wide variety of segments in the community and that its ownership must be shared. Moreover, he frequently stated that unless educators take the initiative and assert their leadership role, career education will not last. Nevertheless, Hoyt maintained that while educators are charged with getting career education started, the broader community—including the business and industry community—also must accept responsibility for sustaining it. "It can work no other way" (Hoyt 1981, p. 207).

As this paper is written, the future of career education is clouded. While it is uncertain what can be done to save it, partnership—linkages—with the private sector surely must be considered as one of the ways. While there will continue to be a career education-private sector connection, the question of *equal* partnership does not appear to be possible. Cooperative efforts may continue to develop; how collaborative they will be remains to be seen. Future partnerships will have to be worked out not only between larger corporations but also with small businesses.

APPENDIX

EXAMPLES OF IMPLEMENTATION STRATEGIES

EXAMPLES OF IMPLEMENTATION STRATEGIES

Scores of examples of career education and private sector collaboration can be found in the literature. The following is an overview of some of the primary approaches that have been tried by both the schools and business and industry.* The reader is directed to the Additional Readings section for other information.

School-System Activities

This section reviews representative collaborative approaches that schools have undertaken.

Anoka-Hennepin Independent School District 11, Anoka, Minnesota

An experience-based career education (EBCE) program in the Anoka-Hennepin Independent School District 11 in Minnesota was designed to aid students in career decisions by the use of academic and out-of-school learning experiences (Anoka-Hennepin Independent School District 11 1980). The program involved a cross section of high school juniors from three district high schools. Students participated in individual learning experiences that were coordinated by an EBCE staff member. These experiences included placement in the business, industrial, and service agencies of the community. The project involved 115 cooperating sites and over 225 resource persons. A third-party evaluation of the demonstration project was conducted; the evaluation identified the EBCE program as a strong, viable alternative school plan. Both current and former students and parents were extremely positive about the program. Recommendations involved coordination among the three schools, further study of EBCE student basic skill development, and providing resource persons with site evaluations by staff and students.

Chicago Public Schools

The Chicago Public School District has established two mechanisms, the Network of Career Development Centers and the Community Resource Data Bank, to enable the private sector to work with the schools (Viso, Wadley, and Bober 1979). The Network of Career Development Centers consists of the businesses, government agencies, educational institutions, and other enterprises where high school sophomores receive general career orientation, juniors explore specific career opportunities, and seniors obtain direct training experiences. During the 1979-80 school year, the centers served more than six thousand students.

The Network offers high school students the opportunity to participate in a career education program that meets systemwide goals, responds to different learning styles, and uses different instructional approaches. The overall goal is to enable students to pursue both academic

*Since some of these data were initially reported in the mid-1970s, some of the examples listed here may no longer be in operation.

subjects and career-related skill development through first-hand experiences in real world and simulated activities.

Learning opportunities are provided through exploratory and investigative activities in urban community "laboratories," simulation exercises, case studies, independent study contracts, "thinking through" seminars, and proposals for solutions to real problems. An example of the exploratory/investigative activities was the research of students at the City Hall career development center on an issue of rezoning in a residential area. The students canvassed the neighborhood on the issue and wrote a report that was used by the Chicago City Council in denying the rezoning request.

The Sophomore Career Development Center Program is a partnership between the business community and the schools. The activities have been cooperatively planned between teacher coordinators and center executives. Students are provided with readiness activities in preparation for visits to the centers and with follow-up, self-awareness activities that help students confidently plan their own career goals. The Junior Model Career Development Center Program focuses on (1) the acquisition of academic knowledge; (2) the exploration of and involvement in career opportunities; (3) the study of the dependence of one individual upon another; (4) the personal, social, civic, and economic responsibility of individuals to each other; and (5) the development of skills and attitudes essential for responsible citizenship. The Senior Model Career Development Center Program is being offered to only 150 seniors at selected sites. The program, which accepts only seniors who participated in the junior model and who have shown aptitude and interest, provides one-on-one experiences in a field of their choice. The curriculum follows that of the junior level, but with highly intensified experiences. The program carries one and one-half units of credit for participation during half days during one semester.

In addition, working with business, industry, labor, and government, the Chicago Public School District also developed a companion process to the career development centers, one which integrates career awareness activities with basic curriculum offerings at all grade levels. Infusing resources into classes wherever possible is the major goal of the Community Resource Data Bank. The resources for the data bank, which are useful at every level of the career development process, have been developed by Chicago public schools by working closely with Chicago United, the Chicago Association of Commerce and Industry, and other business, industry, and labor groups. Presently, more than 200 organizations have pledged resources, which may include such things as classroom visitors, job site visits, audiovisual materials, or private/public sector publications.

Fort Myers High Schools, Fort Myers, Florida

In the Business Education Exchange Program (BEEP), seven educators from each of Fort Myers' four high schools visit in the business-industry community for three days under arrangements made with the Chamber of Commerce. They spend a fourth day back in their schools, working in small groups arranged by subject matter area and planning ways of infusing what they have learned into the teaching/learning process. The BEEP effort culminates in an annual banquet sponsored by the Chamber of Commerce where certificates of recognition are given to educators and to business-industry persons whose contributions have been of an exemplary nature (Hoyt 1979).

John Adams High School, Portland, Oregon

High school students were involved in a simulation game designed to trace the economic growth of small community businesses over a hundred-year period (*Its Working. . .Collaboration*

in Career Education 1979). The economic periods covered in the simulation were 1890-1900, the Great Depression, and the present. In order to learn how to run a business, students developed questions to ask various business persons. Students contacted the businesses and arranged visits. The students then returned to class and reported their findings. The ideas were recorded on large sheets to see if the suggestions would help them set up a business. Students then became partners in a company (or companies) and plotted the company's growth through the various economic periods. The students had to simulate the impact of each economic period on their business. (One company decided that during the Depression, it would not receive enough business to maintain all of its employees, so the company fired two workers.) The decisions made by each company during each economic period were recorded on a large sheet of paper. Students discussed how economics affected the different businesses.

Prince George's County Board of Education, Upper Marlboro, Maryland

The major activities involved establishing a Junior Achievement program in five county high schools through the efforts of Junior Achievement of Metropolitan Washington, Inc., the Prince George's Chamber of Commerce, and the Department of Career Education. Career development workshops were conducted that included dual participation on the part of business, industry and community volunteers, as well as educators. Business and industry visitation programs featured workshops hosted by members of the business community for educators. These workshops were hosted at the various business sites, and catered to teachers, counselors, administrators, and supervisors of kindergarten through adult education. The Goddard Space Flight Centers also hosted junior high school guidance counselors and vocational education teachers in a four-week exchange program (*Career Education and the Business Community: A Joint Effort* 1975).

Roseville Area School District 623, Roseville, Minnesota

This project was designed to provide interested school staff and community people a chance to exchange career roles for varying periods of time, ranging from one day to several weeks (Henriksen and Larsen 1977). A program outline and a timeline for exchanges and internships were developed. Some examples of activities were: a high school principal spent two to five days observing business administrators in several business settings in order to see techniques used by industry for dealing with personnel; two high school English teachers spent five to twenty days interning at several local television and radio stations; and a high school industrial arts teacher proposed a two-to-five day internship with a supervisor or worker in a graphic arts or printing firm. The program provided for the earning of recertification units or college credit to those who wanted a more in-depth experience.

Warren City Schools, Warren, Ohio

This small city school district established four cooperative programs for business (General Motors) involvement in career education (Mumford 1975). The "Teachers' In-Service Tours of Industry"—one of the Teacher Education Programs—provides the opportunity for small groups of teachers to meet informally with plant personnel to develop a better understanding of the role of industry and to share ideas for achieving the mutual goals of education and industry. The "Future Black Engineers Program"—one of the Student Education Programs—is aimed at assisting Black students in exploring their aptitudes, abilities, and interests as they relate to a career in engineering and to the world of work. Students from grades 8-10 are selected on the basis of interest and ability. Experience-centered activities provide for learning in a natural

environment. "An Upgrading and Apprenticeship Training Program"—one of the Adult Education Programs—combines 192 hours of classroom instruction, in evening sessions of the Warren Adult Education program, and in on-the-job training, with supervision, at Packard Electric Division. Instructors are journeypersons in the trade. Occupational areas involved include tool and die making, machine repair, electricity, sheet metal work, millwrighting, plumbing, and steamfitting. "Participation by Industry, Business, Education, and Community Members in Career Education Workshop Sessions"—one of the Community Education Programs—deals with values clarification and provides an opportunity for developing a deeper awareness and appreciation of the cooperative interaction, in work and in leisure-time activities, of individuals with different views.

Yonkers City School District, Yonkers, New York

A project called BRIDGE (Business Relating to Industry to Develop Gifted Education) was designed to "bridge" the gap between business, industry, and education by way of an internship program that would expose gifted and talented secondary school students to actual experience in order to increase their career awareness and knowledge of career opportunities (Yonkers City School District 1979). In addition, regular seminars were scheduled to expose students to decision-making techniques and to help them clarify their own values. The program served approximately two hundred juniors and seniors from Yonkers and eight other New York school districts. Over sixty businesses, industries, and cultural and educational institutions participated in the project. The following were some of the program accomplishments based on the collected data: (1) there was a significant increase in the amount of school and business community cooperation in career education for the gifted; (2) a booklet detailing the program was developed and disseminated by the American Association for Gifted Children; (3) participants increased their knowledge of careers and their ability to make decisions; (4) participants demonstrated an increase in their self-confidence; and (5) participants demonstrated an increase in their knowledge about how organizations function and how organizational decisions are made and executed.

Private Sector Activities

The following section is an overview of representative collaborative approaches that the private sector has undertaken. The data are presented in two groups: (1) activities of fourteen businesses and industries, and (2) activities of eight business-related organizations and consortia, including a detailed look at those of the National Alliance of Business and the United States Chamber of Commerce.

Business and Industry Activities

American Motors. American Motors has been involved in a variety of career education efforts. At the elementary, junior high, and senior high school levels, the company has worked with the Milwaukee public schools in their "Expansion for Educational Experience" program. This program integrates visits to organizations with classroom content. At the postsecondary level, American Motors has provided plant visits for students of a number of colleges and universities. For example, at Alverno College, a broad-based career education effort was developed (in which the company participated) that included off-campus experience for students, career days, and so forth (Hensley 1977).

American Telephone and Telegraph Company. The American Telephone and Telegraph Company (AT&T) has established a policy that stresses the importance of cooperating with schools on a variety of projects. In recent years, AT&T has become involved in career education through a variety of programs that range from elementary through secondary levels. At the national level, AT&T, along with other corporations, has sought support for increased collaborative activities in career education (Hensley 1977).

DuPont. DuPont has developed a number of cooperative activities with various secondary and postsecondary institutions. Of special interest is a career education project in Delaware that involved the establishment of the Educational Resource Association as a nonprofit public service organization to serve both public and private schools in that state. Specifically, its charge was to identify a variety of curriculum and career-related business resources and, through a clearinghouse arrangement, make speakers and field trips available to those who required them. A representative of DuPont and a teacher were loaned by their respective groups to facilitate the implementation of the project (Hensley 1977).

Fisher Price Toys. Fisher Price has been instrumental in developing the Niagara Frontier Project. Teachers and graduate counselors visit area industries, learn about position requirements, and communicate with managers involved in recruitment and training of youth (Hensley 1977).

Frisby Manufacturing Company. The company operates with about one hundred and fifty employees and has been actively engaged for some time in stimulating the implementation of career education in the community. Initial efforts were thwarted by an expressed lack of interest on the part of school officials. However, the company eventually helped implement Project EVE, a hands-on career exploration program for teachers. This project operated as a graduate-level course in after-school hours and allowed teachers, with the help of twenty local firms, to visit plants, observe workers on the job, and share their experiences in the classroom (Hoyt 1976b).

Gates Rubber Company. Gates has been involved for many years in various cooperative activities with education, including cooperative education, internships, and a regular tour program. The company also is active in a variety of advisory councils involving curriculum assessment versus industry needs at state, local, and national levels (Hensley 1977).

General Dynamics. General Dynamics has participated in career education in work experience programs, both exploratory and paid. Exploratory programs are normally at the secondary level. The company has developed and implemented a variety of programs for minorities at the postsecondary level, and serves as a resource for speakers and consultants in a large number of technical areas. Elementary teachers have been employed as counselor interns in special programs. Teachers have been placed in internships where they have become acquainted with the special needs of industry. In addition, General Dynamics supports Junior Achievement programs and has provided a variety of limited training experiences for secondary school students in the General Dynamics Pomona Division (Hensley 1977).

General Electric. Career education and related programs are varied in this corporation. Here are three examples of career education programs:

- *Programs to Increase Minority Engineering Graduates (PIMEG).* This program has evolved into a national effort under the National Academy of Engineering, and is aimed at encouraging talented minorities to become involved in better preparation for serving as engineers.

- *Expo-Tech.* A traveling exhibit program called Expo-Tech has been one of the featured programs of GE. The program was planned to reach minority students at school levels where they are forced to make decisions regarding course selections. At the middle school or secondary level, the Expo-Tech program introduces students to the world of engineering. The objectives are to inform students about engineering, to enlist the support of counselors and teachers in communicating engineering opportunities, and to create a national awareness of the need for more minority engineers.

- *World of Work-Communications.* GE has mounted a program to publicize career education in a way that is responsive to the values of students. The purpose of the program has been to stimulate student interest through student-oriented advertising. Career awareness, career information, and career education are combined in a series of cooperative activities designed to improve the collaborative activities of industry and education in the implementation of career education principles (Hensley 1977; see also Bertotti 1978).

General Motors Corporation. The General Motors Corporation has approved a corporate policy dealing with their support of the career education concept. The statement arose from a number of collaborative activities between education and General Motors plants. Primary activities include GM's provision of field experiences, internships, and classroom speakers. Recognizing that additional effort must be made in coordinating these resources among various school districts, a series of workshops has been initiated in Michigan. The workshop format provides opportunities for educators, General Motors executives, and representatives of either the Chamber of Commerce or other industries in the region to sit down with organized labor and jointly determine what their support of local career education will be. At that time, educators determine how they too will fit into the program (Hensley 1977).

Husky Oil Company. Husky has a summer school and work program in its Cody, Wyoming office that provides summer employment and an opportunity to learn directly about the intricacies of business. Of significance is a special course entitled "Introduction to Business," in which more than thirty volunteers give students an introduction to various career opportunities available in the oil industry (Hensley 1977).

Illinois Bell. Over the past few years, Illinois Bell has been helping in many programs and approaches to career education. These include Project ABLE, Project Peoria, the Community Classroom, and Canterbury Junior High's minicourse. In Chicago, Illinois Bell has worked with "Bridging the Gap" and with the Chicago Board of Education's "Business Goes to School," a model program for elementary students. In some districts, the company has sent bilingual resource persons to talk about careers to youngsters whose first language is not English. It also has its own mini-high school: the Center of Urban Communications, which was one of Chicago's four pilot Career Development Centers. Illinois Bell's involvement also includes participation in teacher workshops and on advisory councils, including the State of Illinois Advisory Council on Adult, Vocational, and Technical Education (Blomquist 1978).

Kodak. The Kodak Colorado Division has developed a number of collaborative programs with the Windsor, Colorado school system, such as the following:

- *The work experience program.* Kodak and the Windsor schools cosponsor the Student Industrial Development Program. This program has two dimensions. The first is a business office program in which seniors are provided an opportunity to explore various types of office positions. The students, who spend three hours a day, five days a week in the program, are paid and receive credit. Secondly, students begin work during the

summer between their junior and senior years. In the first 160 hours, they receive training from instructors in the training shop. Instruction in shop practices, safety, and the like are included.

- *Summer program for college students.* Students are hired for the summer as replacements for employees on vacation. Some work has been in disciplines related to their special interests. Students are provided with career information about their chosen fields, but are allowed to choose from other fields for additional involvement.

- *Career education tours.* Tours have been designed primarily for junior-level students and involve discussions of academic subjects and their relation to work, planning for future career options, simulations, and opportunities to discuss special interests and employees.

Other activities include working with colleges and universities to train counselors, and organizing community teams to facilitate career education involvement and procedures in developing industry-education teams (Hensley 1977).

Mountain Bell. Mountain Bell has been active in a number of career education efforts. For example, they have developed a career exploration presentation for young students (grades 2-3), utilizing publications especially prepared for that purpose. Mountain Bell also has published a brochure that outlines the purposes, benefits, and value of career education to business and industry (Hensley 1977).

Shell Oil. Shell has conducted a number of programs including the following examples:

- *Automotive Training Program.* This program was initiated in 1968 to stimulate, through creative learning experiences, the desire to finish high school, develop skills, and qualify for further education. It has involved more than sixty secondary schools across the nation and has utilized materials developed from Shell Learning Systems.

- *Sponsor for Educational Opportunity.* Designed to help all students, this program assists them in preparing for college (i.e., getting ready for the SAT and ACT; applying for financial aid, admissions, etc.). Emphasis is on the average student's needs.

- *Vocational Office Education Program.* Shell has participated in the Vocational Office Education Program in an effort to bridge the gap between education and experience. In this program, secondary school students spend one-half day in their *regular school* training and one-half day outside the regular school program (Hensley 1977).

Business-Related Organizations and Consortia

Business and Professional Women's Foundation. The Foundation has supported a career awareness project providing opportunities for schools and communities to cooperate in the development of activities that foster career exploration among students throughout the country. The Foundation has called for the collaboration of school and community in guidance program development to ensure that all available resources will be used in the transition from education to work. It has also administered research, fellowship, and scholarship programs and has maintained a special library of materials on working women (Hensley 1977).

Business Industry Community Education Partnership. One of the more unique collaborative organizations associated with career education is the Business Industry Community Education Partnership (BICEP). Based in Salt Lake City, BICEP was created to provide students with opportunities to explore career interest on a first-hand basis. Participants include business and industrial representatives in the Salt Lake region, who provide classroom speakers, plant and office tours, and internships. They also publish a variety of career reference materials. BICEP maintains a central resource file and responds routinely to requests for information. The project involves approximately one hundred thirty thousand students (K to 12), and is available to all students in the metropolitan Salt Lake City area (Hensley 1977).

Institute for Public Affairs Relations, Portland, Oregon. A group of business-labor-industry leaders in Portland became concerned about what they regarded as a lack of understanding on the part of high school students regarding the free enterprise system. As a result, they formed the Institute for Public Affairs Relations (IPAR), aimed at finding ways in which persons from the business community could go into high schools and interact with students. Paid for by contributions from the local business-labor-industry community, IPAR converted its activities into a comprehensive community career education effort. They now operate a central clearinghouse of resources available to teachers in the Portland area. Their activities include the identification and utilization of community resource persons, student field trips, and a job placement operation (Hoyt 1976b).

Junior Achievement, Inc. The traditional Junior Achievement (JA) program serves students in grades ten through twelve, primarily as an after-school program. It typically operates one night per week for a three-hour period. The intent is for youths to set up and operate their own business with the help of volunteers recruited from the business community. While it is not officially sponsored or operated by the local school systems, the schools often are asked to work with Junior Achievement franchises by allowing them to inform students about JA and by helping JA to interest students in participating. Several new programs have recently been developed; for example, "Project Business" is an in-school program for the eighth and ninth grades that operates on a one-hour-per-week basis for nine to eighteen weeks, with actual teaching done by a trained businessperson. Several different aspects of economic education provide the focus of the curriculum, which also includes career exploration field trips. In addition, JA also has started three other programs: a summer jobs program in the private sector for disadvantaged youth, an "applied management" program for college students, and a multi-faceted economic awareness program for secondary school students (Hoyt 1978d).

National Association of Manufacturers. The National Association of Manufacturers has advocated that qualified persons be designated at federal, state, and local levels to coordinate and encourage cooperation between business and industry and education. They have published several documents that deal with the need for such cooperation, among which is their public policy report that addresses the role of the "Industry Education Coordinator." A handbook provides guidelines for the establishment of industry-education councils and a procedural outline for industry-education workshops focuses on improved cooperation of business and education (Hensley 1977).

Worcester Area Career Education Consortium, Worcester, Massachusetts. Local employment facilities were used as sites for training of educators to increase their collaborative efforts with business and industry. Facilities for accommodating sixty people, with one large and several small meeting rooms, luncheon arrangements, and parking, were needed for two days of training per month. The local gas company, electric company, a large manufacturing firm, and a bank were solicited and gave their full cooperation. Meeting in conference rooms, standing in lunch lines in the cafeteria with other workers, and observing signing in and out procedures gave educational personnel a first hand exposure to the world of work (*It's Working* 1979).

A detailed look at the National Alliance of Business and the United States Chamber of Commerce. Hoyt reported in detail on the involvement of these two business-related, private-sector groups. A close look at their specific programs indicate that they have attempted to put their career education views into operation in a number of ways.

The National Alliance of Business. The National Alliance of Business (NAB) was established in 1968, and now operates in more than one hundred thirty urban communities throughout the United States. Several of its major programs are as follows:

- *The Career Guidance Institute (CGI) Program.* Originally aimed exclusively at high school counselors and designed to help them meet the career guidance needs of economically disadvantaged youth, this effort has expanded in ways that make it a career education inservice institute for educational personnel at the K-12 level. Whereas initially only school counselors were eligible to be participants, it is now, common practice to recruit teams of educators from a local school system—teachers, administrators, and counselors—as participants in a CGI. The CGI typically is conducted under contract with a local institution of higher education, a local school district, or a private nonprofit corporation working cooperatively with a NAB metropolitan office. The CGI consists of didactic instruction coupled with field trips (involving a variety of hands-on experiences) to various business-industry settings in the area surrounding the college or university responsible for actual conduct of the CGI.

- *Vocational Exploration in the Private Sector—The VEP Program.* Funded through Title III CETA funds, the VEP program has been conducted jointly in several metropolitan areas by NAB and by the Human Resources Development Institute of the AFL-CIO. This program has been aimed at providing economically disadvantaged youth with summer career exploration opportunities in the private sector under conditions where they can be paid minimum wages. Youth are exposed to a wide variety of possible career choices and to the basic workings of the private enterprise system. The primary purpose is career exploration—that is, it concentrates neither on "jobs" nor on "training" but rather on helping youth in the decision-making process. Every aspect of the program fits the conceptual framework of career education. Three special priorities for VEP have been established: handicapped youth, juvenile offenders, and nontraditional juveniles.

In addition, the following programs have been established:

- *Guided Opportunities for Life Decisions (GOLD) Program.* This is a work-study program that involves collaborative efforts between industry and local schools.

- *Youth Motivated Task Force (YMTF).* This program brings together business persons from disadvantaged backgrounds and disadvantaged secondary-level students.

- *College Cluster Program.* This program focuses on helping colleges that serve minority youth to infuse liberal arts education with professional training in order to prepare students for entering the labor market.

Other NAB collaboration programs at the local level include—

- Volunteers in Public Schools (VIPS) in Houston, Texas

- Vocational Information System (VIS) in Cleveland, Ohio

- Business/Education/Exchange Program (BEEP) in Los Angeles, California
- Community Involvement in Education (CIE) in Santa Barbara, California
- NAB Business/Education Liaison (BEL) System in Santa Barbara, Houston, Minneapolis, and Augusta, Georgia (Hoyt 1978e).

The United States Chamber of Commerce. The Chamber of Commerce of the United States has supported a variety of efforts to ensure increased education and business-industry cooperation. In 1973, they sponsored a national conference on career education that resulted in a number of "proposals" by participants for strengthening cooperation in implementing career education. These early proposals are relevant and are, therefore, described here.

- *Exchange program between business, labor, industry, and school personnel.* In general, the Chamber urged that exchange programs be initiated whereby teachers, counselors, and administrators would spend time for pay outside educational institutions, while members of business and industry would be invited to acquaint secondary-level and adult education students with the skills necessary to related jobs.
- *Field trips for students.* While the field trip is not new, this proposal aimed specifically at increasing opportunities for students and teachers to spend time observing workers performing their jobs in various settings. As conceived, field trips for elementary, junior high, and secondary-level students would have different objectives and would be designed to appeal to the interests and needs of the students.
- *Work experience for all high school students.* This proposal would provide opportunities for all students to experience work, whether paid or unpaid. The proposal has met with high acceptance in some communities; a number of states have recently introduced or passed legislation that mandates that all secondary-level students must participate in some type of work-study arrangement before graduation.
- *School-industry job placement programs.* This proposal supports earlier ideas that aggressive job development and placement activities be undertaken by the schools in cooperation with business and industry. The proposal stresses the importance of linking programs designed to motivate students to want to work with programs that are mainly concerned with placement.
- *Occupational resource persons from business and industry.* Emphasis in this program is on the development of lists of volunteer workers from all classes of occupations who will respond to personal contacts from students and teachers about their occupation.
- *The year-round school staffed in part by business and industry personnel.* The year-round-school concept has received considerable attention over the past few years. National, regional, and state associations have been organized to study and promote various concepts of year-round education. Many career education advocates see several versions of year-round education as essential for implementing programs. Although it is difficult to generalize, most advocates tend to stress that school facilities might be open for as much as sixteen hours daily, twelve months a year; that the personnel of business and industry might be included as faculty in career education as part of their regular assignments; and that regular teachers and administrators might participate in industry on a staggered-time basis.

- *Using retired workers as resource persons.* Several areas of education (e.g., special education) and related professions have in recent years stressed the viability of utilizing retired persons as an integral part of their education efforts. Career education programs are increasing the use of retired persons in numerous occupational areas to meet with students, teachers, and administrators to communicate facts about their occupations and leisure activities. The emphasis is on the importance of communications, work attitudes, and job adjustments, as well as the importance of skills development and the requirements of technology.

It is apparent that many local Chambers of Commerce have acted on these initial proposals. Hoyt (1978b), for example, devoted an entire monograph to pointing out concrete examples of Chamber of Commerce programs that fall into the broad categories listed above (e.g., Atlanta; Boston; Dallas; Flint, Michigan; Benton Harbor, Michigan; Oklahoma City; Tulsa; New Orleans; and so on). The national Chamber of Commerce also has published its policies (Chamber of Commerce 1975) and listed a number of programs that relate to these categories (e.g., Potomac, Maryland; Cleveland; Mesa, Arizona; and so forth).

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